

ACT
Government

ANNUAL REPORT 2016-17

EDUCATION DIRECTORATE



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Acknowledgement of Country

The Education Directorate acknowledges the Ngunnawal and Wreck Bay peoples as the traditional custodians of the lands on which our schools and offices are located. To be able to educate children and young people from all across the world on these lands is a privilege. We deeply respect their continuing cultures and the unique contributions they make to the life of these regions, lands and waters.

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READER'S GUIDE

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PART A

PART A:
TRANSMITTAL
CERTIFICATE



Ms Yvette Berry MLA
Minister for Education and Early Childhood Development
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

This report has been prepared in accordance with section 6(1) of the *Annual Reports (Government Agencies) Act 2004* (the Act) and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the annual report by the Education Directorate.

I certify that information in the attached Annual Report, and information provided for whole of government reporting, is an honest and accurate account of the operation of the Education Directorate, and that all material information on the operations of the Directorate during the period 1 July 2016 to 30 June 2017 has been included.

I hereby certify that risk management strategies have been implemented to address risks to the integrity of the Directorate, including the prevention of fraud and corruption, in accordance with the *Public Sector Management Standards 2006*, Part 2.

The annual reports of the following organisations are included in this report:

- the ACT Board of Senior Secondary Studies; and
- the ACT Teacher Quality Institute.

Section 13 of the Act requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

Yours sincerely

A handwritten signature in black ink, appearing to read "Natalie Howson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Natalie Howson
Director-General
Education Directorate
22 September 2017

PART B

PART B:
ORGANISATION
OVERVIEW AND
PERFORMANCE

DIRECTOR-GENERAL'S REFLECTION

I am pleased to present this report on the activities and achievements of the ACT Education Directorate for the financial year 2016-17. This report highlights achievements relevant to our key strategies and how we continue to meet the learning needs of Canberra's children and young people.

The 2016 school year got off to a tremendous start with the opening of Charles Weston School in the Molonglo Valley, meeting the needs of a continuing growth in our student population. The February 2017 census indicated an increase of 1,897 students since February 2016 and we welcomed 270 new teachers and staff in 2017. Providing quality learning environments is a feature during this reporting period with a strong program of refurbishments of existing facilities, expansion of existing schools and the development of new schools to meet the needs of our community. We have embraced the opportunities of new technologies and new approaches to the design of learning environments.

Students and their learning are at the heart of every decision we make in education in ACT public schools. Having students at the centre in all that we do is our core commitment. During the course of this reporting period, there was a clear shift towards this commitment. Revising our Education Support Office organisation structure in early 2017 provided confidence that we have refocused our efforts to support schools, school leaders, teachers, staff and students.



We provide the foundations for students to thrive in a rapidly changing world. Education and learning is central to how all students make their way through a more complex world and enable them to thrive.

Our early childhood sector has the highest participation rates in the country. It continues to improve within the National Quality Framework. Almost 96 percent of four year olds in the ACT were part of a preschool program and the National Partnership for Universal Access to Early Childhood Education supports children with 600 hours of free public preschool education in the year before they start formal schooling. The Directorate's Children's Education and Care Assurance, the ACT Regulator, provides regular opportunities for professional development and networking for the sector's workforce. Assessments during the year show that most early childhood education and care services are improving in quality.

I am inspired and impressed by the children and young people I meet in our schools. Students repeatedly tell me how they love learning new things, gaining greater insights and developing new skills. We cannot underestimate how important it is that these students are engaged in this way.

We want every child's individual potential to be identified and developed by quality teaching in a supportive and safe learning environment. When students speak about their love of learning then we know they have a good relationship with their teachers. Quality teaching remains the single greatest positive influence on children's learning and this year I have met many dedicated teachers, leaders and school staff who demonstrate this commitment.

There are a number of challenges for education systems across Australia and the ACT is not immune to these challenges. In particular, in the previous report we identified a plateauing of student performance in literacy and numeracy and the need to lift performance in the future. While ACT school students maintain their overall high performance compared to previous years, we continue to focus on further progress ensuring that every child and young person, regardless of their background or circumstances, has access to the best possible education. This report provides information on a range of programs and activities currently being undertaken in this regard including the reformed school review process aligned to the National School Improvement Tool linked to the use of explicit improvement plans. Quality literacy and numeracy programs for education leaders have been designed and delivered to enhance the skills and capability of our teaching staff, providing targeted support to every student. For example, the Principals as Numeracy Leaders program, a research-based instructional leadership initiative, coupled with Count Me in Too and Middle Years Mental Computation teacher professional learning, supports effective leadership and teaching in numeracy.

Equity and inclusion continues to be a priority for the ACT Government. We acknowledge and strive to meet the challenges associated with overcoming disadvantage and inequity to ensure our children and young people are equipped for a lifetime of learning, build connections with one another, and demonstrate the ability to understand and work with people from diverse backgrounds. One aspect of this in 2016-17 has been integrating speech pathology, occupational therapy, physiotherapy and allied health services into the Directorate to provide the health expertise required to support children with special needs. The continued development and implementation of the Student Resource Allocation program highlights our commitment to equitably allocate funding and resources across ACT public schools on a needs basis. This includes resources that provide schools with extra support for students with disability, who are Aboriginal and Torres Strait Islander, who speak English as an Additional Language or Dialect, or who come from a low socio-economic status background.

A strong focus in 2016-17 was workplace safety which included the development, in partnership with the Australian Education Union, of a range of activities and initiatives to ensure schools are safe learning environments for both students and staff. This is vitally important work and builds on our commitment to ensuring schools are safe and inclusive of all children including those with complex needs.

ACT public schools have a proud history of self reflection and examination in monitoring our progress and evaluating our achievements. As part of this work, over time we have adapted our approaches, developed new methods and innovative solutions. The ACT Government is keen to maintain this momentum with the Future of Education community conversation.

While there may be some uncertainties about the world our children will be entering when they leave school, what we do know is this: we need to ensure we provide the learning opportunities every child requires to meet these challenges. This community conversation aims to ensure as many voices as possible contribute to the future planning of ACT public schools. We have undertaken a range of activities and opportunities for parents, students, teachers, school leaders and community members to contribute to this conversation and I encourage all Canberrans to provide their ideas, feedback and suggestions.

I would like to thank and acknowledge all of the teachers, school leaders, principals, school administrative support staff and Education Support Office staff who ensure ACT schools meet the needs of all students and I am looking forward to us collaboratively building on the progress made during this reporting period.

Natalie Howson

Director-General

B1. ORGANISATIONAL OVERVIEW

THE ORGANISATION

The Education Directorate delivers quality public school and early childhood education to shape every child's future and lay the foundation for lifelong development and learning.

OUR VISION

Our vision is that every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives. We strive to ensure that every child and young person in the ACT benefits from high quality, accessible education and early childhood education and care.

OUR VALUES

The Directorate shares the ACT Public Service values of respect, integrity, collaboration and innovation. We use these values to shape our behaviours and actions when supporting children and young people in our schools. These values also apply across all areas of the Directorate to shape the work that our people do to support each other.

OUR PRIORITIES

To guide the Directorate's work in achieving our strategic goals, action plans for 2016 and 2017 were developed to focus on the following priorities:

Quality learning actions focus on curriculum, assessment and reporting; literacy, numeracy and science; and early years education and care.

Inspirational teaching and leadership prioritises quality teaching; leadership capacity; and supporting teaching and learning.

High expectations, high performance focuses effort on meeting the learning needs of every student.

Connecting with families and the community aims to engage with the community and industry; reduce red tape and ensure compliance through regulatory services.

Business innovation and improvement has a focus on school performance; data for improvement; and learning environments.

OUR STAKEHOLDERS

Our clients and stakeholders include:

- > students and their families;
- > children and their families accessing early childhood education and care;
- > the Minister for Education and Early Childhood Development;
- > the ACT Government;
- > school and Directorate employees;
- > early childhood education and care providers;
- > the ACT Teacher Quality Institute and ACT Board of Senior Secondary Studies;
- > community organisations;
- > peak representative groups;
- > non-government schools;
- > the higher education sector, especially teacher training institutions; and
- > employers.

ACT PUBLIC SCHOOLS – NETWORK DISTRIBUTION

The figure below shows the number of ACT public schools in each sector and their distribution across the ACT. The ACT's newest public school is Charles Weston School, situated in the Molonglo Valley, which opened for the beginning of the 2016 school year.

The ACT public education system is based on four networks. A Director of School Improvement is assigned to each network with management responsibilities for each principal in the network and oversight of each school's improvement agenda. An additional Director of School Improvement was appointed in 2017 to provide targeted school improvement support to the system and to identified schools.

BELCONNEN

NETWORK

- 1** Early childhood school
- 15** Primary schools
- 2** Combined schools
- 3** High schools
- 2** Colleges

NORTH/ GUNGALIN

NETWORK

- 2** Early childhood schools
- 10** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges
- 2** Specialist schools

SOUTH/ WESTON

NETWORK

- 2** Early childhood schools
- 13** Primary schools
- 1** Combined school
- 3** High schools
- 2** Colleges
- 2** Specialist schools

TUGGERANONG

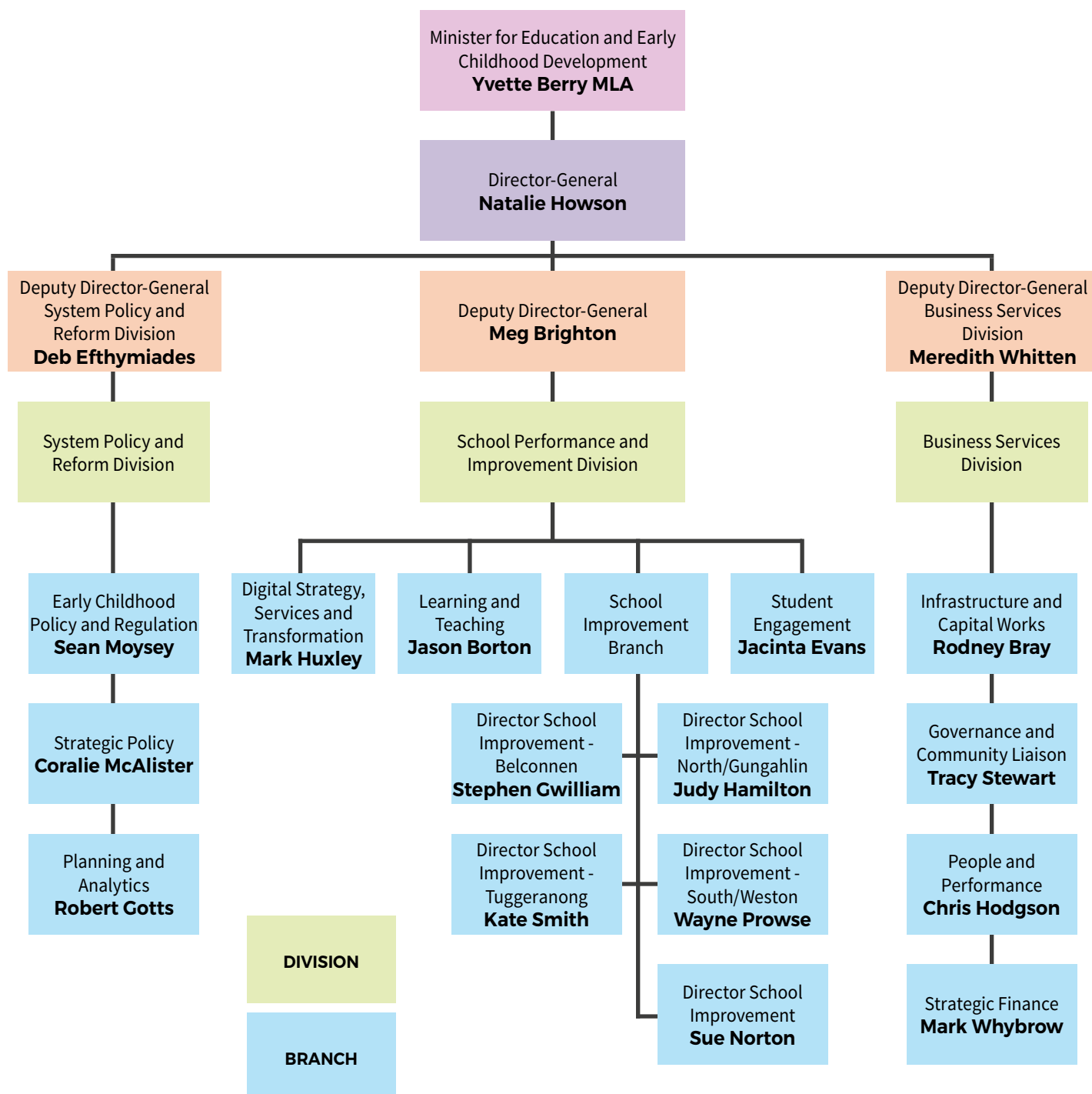
NETWORK

- 1** Early childhood school
- 12** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges

Note:
Jervis Bay School and Cranleigh School are
included in the North/Gungahlin Network.

OUR ORGANISATIONAL STRUCTURE

During the past year, the Directorate has undergone a period of structural change to strengthen our focus on schools and students at the centre of all that we do. This structural change has resulted in business transformation across the Directorate, giving effect to this important orientation and emphasising that we are all in the learning business. A number of business units have been realigned, including bringing together all branches involved in school performance and improvement into the same division.



Note: As at June 2017.

OUR INTERNAL ACCOUNTABILITY

SENIOR EXECUTIVES

Director-General

Accountable to both the Minister for Education and Early Childhood Development and the Head of Service, the Director-General leads the Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting compulsory education, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education. The Director-General also has responsibility for the Directorate's strategic direction, including ensuring the implementation of whole-of-government strategies.

The Director-General is responsible for implementing legal requirements, policy and commitments relating to education in the ACT. In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General and has responsibilities for school improvement and the delivery of education services through student-centred learning and teaching initiatives. The School Performance and Improvement division ensures accountability between student wellbeing, teaching and learning practice and student outcomes. Support services are provided in the areas of curriculum delivery, pedagogy, digital strategy, student wellbeing, pathways and transitions and Aboriginal and Torres Strait Islander education.

The Deputy Director-General leads the School Improvement, Learning and Teaching, Student Engagement and Digital Strategy, Services and Transformation branches of the Directorate.

Deputy Director-General, Business Services

The Deputy Director-General, Business Services is responsible for leading the governance and ministerial services and the planning and delivery of the human, financial and physical resources of the Directorate.

This Deputy Director-General, Business Services leads the Infrastructure and Capital Works, Governance and Community Liaison, People and Performance and Strategic Finance branches of the Directorate.

Deputy Director-General, System Policy and Reform

The Deputy Director-General, System Policy and Reform has responsibility for the development and implementation of strategic policy and reform initiatives such as the Future of Education project and the Student Resource Allocation Program, in addition to advising on the ACT's contribution to national education reforms including those progressed through the Council of Australia Governments' Education Council.

The Deputy Director-General, System Policy and Reform division leads the coordination of the national assessment programs and provides quality data and analytics to inform school and system improvement. The division is also responsible for regulating the early childhood education and care sector through the ACT Regulatory Authority, Children's Education and Care Assurance, and contributing to national policy development in the sector.

Remuneration for senior executives

Section 10 of the *Remuneration Tribunal Act 1995* requires its administrative body (the Tribunal) to inquire into and determine the remuneration, allowances and other entitlements of the Director-General and executives within the meaning of the *Public Sector Management Act 1994*.

The Tribunal, after a review of salary, allowances and other entitlements for executives in March 2017, decided that it would increase the salary for the Director-General and executives by 2.0 percent, effective from 1 July 2017.

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision making, and to ensure that decisions align with and deliver on the commitments of our *2014-2017 Strategic Plan – Education Capital: Leading the Nation*.

Senior Executive Team Board

The Senior Executive Team Board (SET) is the key decision making body of the ACT Education Directorate, ensuring accountability, effective risk management, and good governance.

SET supports the Director-General in discharging their responsibilities as the responsible officer of the Directorate reporting to the Minister for Education under section 19 of the *Public Sector Management Act 1994* and with specific responsibilities under the *Education Act 2004*. SET provides leadership, direction and guidance to the Directorate, and provides oversight of the Directorate's governance frameworks. SET is responsible for formulating strategic direction, taking into account changing community needs and government priorities and monitoring the Directorate's performance, compliance and assurance against its corporate commitments and regulatory responsibilities.

Membership of the SET Board includes the Director-General and the three Deputy Directors-General. Membership was extended from March 2017 to include the Chief Finance Officer and Mr Duncan Edghill, Deputy Director-General Transport Canberra, who has been appointed as an external member.

SET is responsible for:

- > formulating strategic direction and policy including emergency management, protective security and all other policy frameworks;
- > monitoring the Directorate's performance, compliance and assurance against its corporate commitments and regulatory responsibilities;
- > system wide performance outputs (quarterly/annual reports, budget papers and financial reporting);
- > compliance (such as advice from Audit Committee on Directorate compliance) and assurance outputs (litigation, insurance, legislative compliance and risk management); and
- > prioritising and reviewing system-wide resources (such as financial management control framework, organisational staffing profile and work health and safety).

Reform Program Board

The Reform Program Board (RPB) is responsible for driving specific programs forward to deliver outcomes and realise benefits of strategic importance to the ACT public education system. The RPB provides strategic oversight of major projects undertaken by the Education Directorate, maintaining active risk management, and monitoring interdependencies between projects and business areas.

All board members are appointed by the Director-General. Membership of the board comprises:

- > Deputy Director-General, System Policy and Reform (Chair);
- > Deputy Director-General (Deputy Chair);
- > Deputy Director-General, Business Services;
- > Seven Directors from across the Directorate (including the Chief Finance Officer); and
- > External member, Executive Director, Public Transport Coordination.

Audit Committee

The objective of the Audit Committee is to provide independent assurance and assistance to the Director-General on the Directorate's risk, control and compliance framework, and its external accountability responsibilities. The Audit Committee also reviews the annual financial statements and provides advice to the Director-General on significant risks, audit outcomes and implementation of mitigation strategies.

Security and Emergency Management Committee

The Director-General has established the Security and Emergency Management Committee to assist the Director-General and Senior Executive Team with implementing ACT Whole of Government Protective Security Policy and associated elements of Risk Management. The Security and Emergency Management Committee provides advice to the Director-General on significant security, emergency management and business continuity proposals, directions, policies and training. The Committee also makes recommendations to the Director-General, Senior Executive Team, Corporate Executive or Directors on issues in relation to security, emergency management and business continuity.

Respect, Equity and Diversity Consultative Committee

The Respect, Equity and Diversity (RED) Consultative Committee provides a forum for sharing current and emerging issues and has the responsibility for overseeing all respect, equity and diversity functions of the Directorate and its employees. The RED Consultative Committee provides advice and contributes to the development and implementation of Directorate plans. The committee also provides advice on the implementation of whole of government plans.

Directorate Consultative Committee

The Directorate Consultative Committee was established in accordance with the relevant enterprise agreements. The main objectives of the Consultative Committee are to improve consultation and communication processes between staff, senior managers and unions concerning significant changes to policy and guidelines that relate to the agreements, promote the sharing of information across the Directorate, and provide a forum for consultation.

Injury Prevention and Management Committee

The Injury Prevention and Management Committee is the process by which the Directorate consults with its worker networks and Unions on work health and safety matters. The Committee considers injury prevention and management performance measures and initiatives designed to ensure the Directorate's workers' health and safety at work.

Occupational Violence Steering Committee

The Occupational Violence Steering Committee governs the implementation of the safe work initiatives outlined in the Directorate's *Occupational Violence Safe Work Plan*. This includes responses to issues raised in staff consultation, individual cases of Occupational Violence and recommendations of reviews of management of this safety risk completed during 2016-17. The Committee also monitors the implementation of the Directorate's response to WorkSafe Improvement Notice IN 5771-S5ZD60-1 (IN). The Committee is chaired by the Deputy Director-General, Business Services Division and comprises the Executive Director, Workplace Safety and Industrial Relations from the Chief Minister, Treasury and Economic Development Directorate, and the Directors of People and Performance, Student Engagement, Early Childhood Policy and Regulation and School Improvement branches of the Education Directorate.

Principals' Advisory Group

The Principals' Advisory Group is a communication and consultation group. The Principals' Advisory Group considers key strategic policy and operational matters and provides advice to the Corporate Executive, Senior Executive Team and Network Executive. The group raises policy and operational issues impacting on effectiveness and improvement from a school perspective, and can form subcommittees to undertake specific tasks. Membership includes five principals from each of the four Networks as well as the Director-General, Deputy Director-General and Directors, School Improvement.

Information Communications Technology Working Group

The Information Communications Technology (ICT) working group provides advice on the development and implementation of ICT policies, programs and strategies. The ICT working group makes recommendations to the Education Directorate's Senior Executive Team through the Deputy Director-General about ICT strategic directions, policies and proposals for system wide ICT initiatives.

SCHOOL EDUCATION ADVISORY COMMITTEE

Under section 126 of the *Education Act 2004*, the Minister may establish a School Education Advisory Committee as required to advise the Minister about school education or a related matter for a specified period.

During the reporting period, one School Education Advisory Committee was established by the Minister in March 2017 to advise on the implementation of the 2016 ACT Government election commitment to supply devices to year 7 and year 11 students.

Under its Terms of Reference, the Committee was tasked with providing advice on:

"Ensuring the necessary conditions for success are examined to support the implementation of the provision of a device for every child in years 7-12 across ACT Public Schools. Ensuring the program is informed by best practice, positioned to succeed, and results in ICT as a powerful tool to support learning, equity and social wellbeing for ACT Public School Students."

The Committee comprised eight members including a director from the University of Canberra, student representatives, a teacher representative, a principal representative and a parent representative. The Chair contributed considerable experience in senior management and leadership roles in the public, commercial and higher education sectors, having implemented significant digital and reform projects for government and bringing a deep understanding of service delivery and compliance requirements. Committee members were appointed by the Minister in accordance with section 127 of the *Education Act*. The Committee did not have decision making functions and Secretariat support was provided by the Directorate.

The Committee met four times face to face. The Committee provided its report to the Minister on 22 June 2017, including 13 recommendations.

The Chair of the Committee was provided remuneration due to the responsibilities and skills required of the role. The total remuneration provided to the Chair was \$8,800. All other members of the Committee joined on a voluntary basis and were not remunerated.

OUR PLANNING FRAMEWORK AND DIRECTION SETTING MECHANISMS

Learners are at the centre of all that we do.

The Directorate's vision, priorities and performance measures are expressed in our *2014-2017 Strategic Plan – Education Capital: Leading the Nation*. Priorities in the Strategic Plan are reflected in annual Action Plans, which detail specific initiatives at the Directorate and school level to progress the Directorate's strategic priorities.

Action Plans outline activities for the year and link performance measures from the Strategic Plan against these activities. Activities in the Action Plans are translated into activities for business areas and schools through annual plans.

School Annual Operating Plans, endorsed by school boards, are published on school websites.

The Directorate designed internal controls to monitor and manage risk in delivering the Strategic Plan. The Internal Audit program and the Risk Management Framework are the primary tools to manage, monitor and report on the Directorate's risk management functions. A biannual School Compliance Report is the mechanism applied to monitor mandatory compliance in ACT public schools and provides one means of assisting the Directorate in meeting its legislative obligations.

More information on the Directorate's governance arrangements, including risk management and the audit program, is provided in Sections B.3 to B.6 of this report.

OUR LEGISLATIVE REPONSIBILITIES

Under the *Australian Capital Territory (Self-Government) Act 1988 (Cwth)* and the *Public Sector Management Act 1994 (ACT)*, the Chief Minister allocates responsibility to the various Ministers, Directors-General and agencies for the administration of ACT legislation. The Minister for Education and Early Childhood Development and the Director-General of the ACT Education Directorate are administratively responsible for the following legislation:

- > *Education Act 2004*;
- > *Education and Care Services National Law (ACT) Act 2011*;
- > *ACT Teacher Quality Institute Act 2010*;
- > *Board of Senior Secondary Studies Act 1997*;
- > *Children and Young People Act 2008, Chapter 20*; and
- > *Training and Tertiary Education Act 2003, Section 26*.

SUMMARY OF PERFORMANCE

Quality Learning		<ul style="list-style-type: none"> > Implementation of the K-10 Australian Curriculum continues to be supported by targeted professional learning for classroom teachers and school leaders. > Tailored preschool support was provided to strengthen implementation of the Early Years Learning Framework. > Learning walks and talks and Immersion Visits have created opportunities to build a common understanding for leaders of quality learning.
Inspirational Teaching and Leadership		<ul style="list-style-type: none"> > Instructional leadership capability and improved teaching in numeracy enhanced through the Principals as Numeracy Leaders program. > Teaching of numeracy and writing in primary schools was strengthened through targeted school improvement initiatives. > Scholarships were provided to enhance teacher capability and increase qualification levels through further study. > Early Childhood Education and Care sector teaching expertise and effectiveness increased through professional development and networking meetings and events.
High Expectations, High Performance		<ul style="list-style-type: none"> > Successfully implemented 34 of 49 Education Directorate specific recommendations from the <i>Schools for All</i> report. > The ACT Student Resource Allocation Model continues to be successfully implemented with oversight by a Principal Advisory Group. > Launched the English as an Additional Language or Dialect (EAL/D) Policy and Procedures to support implementation of the EAL/D student needs-based funding loading.
Connecting with Families and the Community		<ul style="list-style-type: none"> > Supported the Minister to launch the Future of Education project to engage with the community and inform the Government's future strategy for education in the ACT. > Consulted broadly with the ACT community throughout 2017 to understand the experience of education across the city. This included working closely with School Board Chairs, teachers, principals, the Community Sector and across Government to inform the development of the Future of Education strategy. > Established cross-government response initiatives for family violence. This includes the Education Directorate contributing an in-posted senior officer within the Office of the Coordinator-General for Family Safety.
Business Innovation and Improvement		<ul style="list-style-type: none"> > New School Administration System trialled at six schools. > School Education Advisory Committee formed to advise on the implementation of the 2016 Election Commitment to provide devices to year 7 and year 11 students. > A flexible student achievement reporting template introduced to provide guidance to schools on a consistent format for reporting to parents. > <i>Occupational Violence Management Policy and Plan</i> developed. > Established school workload committees to assist in developing workload plans. > Longer-term school planning continues to be informed by enrolment projection modelling. The Directorate's enrolment planning horizon has been extended out to 2027.

- > Undertook 16 Standard School Reviews and one Special Purpose Review in line with the *People, Practice and Performance: A Framework for School Performance and Accountability*.
- > Commenced consultation to establish an Academy of Coding and Cyber Security.
- > Established new Learning Support Units to provide education options for students with additional learning needs.
- > Hosted the 2017 Global Classrooms Partnership conference with year 11 and 12 student representatives from eight countries. The 2017 theme was “Wellbeing in Education”.

- > Digital Technologies teacher professional learning was delivered in partnership with the University of Adelaide’s Computer Education Research Group.
- > Increased futures focussed professional learning to cater for the diverse learning needs of all students.
- > Delivered professional learning to preschool educators and school leaders to successfully implement the Early Years Learning Framework.
- > Undertook a suite of professional learning focused on delivery of the Australian Curriculum and effective assessment practices.
- > Improved school leadership across the system with a focus on writing leadership for P-10 and numeracy for P-10.

- > Quantified improved quality of early years education through completion of 65 Ratings of Early Childhood Education and Care sector services demonstrating increased ratings.
- > Established an Aboriginal and Torres Strait Islander Mentoring Program for employees.
- > Provided student support to apply for National Disability Insurance Scheme funded School Leavers Employment Support.

- > Implemented the *Safe and Supportive Schools Policy*.
- > The Directorate employed speech pathology, occupational therapy, physiotherapy and allied health professionals to work closely with schools in supporting the diverse learning needs of all students.
- > Introduced Strengthening Families Champions in each school network to support students and their families.
- > Appointed a Child Youth Protection Services Liaison Officer.
- > Delivered a small grants program to enhance parental engagement in children’s learning in preschool.
- > *Schools for All* implementation progressed across all schools.
- > A number of high schools have worked with the student body, school board and school community to design and develop a school uniform that reflects the unique identity and culture of the school.

- > Parking and traffic safety around schools continues to be supported through collaboration between schools, Transport Canberra and City Services Directorate and the Education Directorate. Improvements include school crossings and disabled parking.
- > Showcased 10 sessions on best practice and engagement strategies through the Engaging Schools Summit.
- > Digital engagement and efficiency of business processes improved through upgrading of school wireless technology.
- > Reshaped the school leadership compliance toolkit to better inform schools and to improve communications about the full range of school compliance responsibilities across the Directorate.

CHALLENGES AND OUTLOOK

Quality Learning		Challenges <ul style="list-style-type: none"> > Building instructional leadership capability across all ACT public schools to support quality teaching in literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM). > In line with the review of vocational education and training in ACT public schools, strengthening the provision of high quality VET to ensure optimal outcomes for all students. This will be achieved through increased collaboration with stakeholders and targeted professional learning for teachers. > Developing teacher and school leader skill in planning, teaching, assessing and reporting using the Australian Curriculum to improve student learning outcomes, recognising and building on the strengths that exist across our schools and introducing a focus on achievement standards.
Inspirational Teaching and Leadership		Challenges <ul style="list-style-type: none"> > Ensuring an overarching professional capability strategy that addresses the breadth of skills that schools need to address a complex and ever changing education environment now and into the future; strengthen and empower schools to meet the needs of their community; shape the culture of the organisation and capture national reforms and local level needs. > Working to develop workplace capacity to support inclusion employment pathways by providing access to training for all supervisors and managers in supporting inclusion employment and employees.
High Expectations, High Performance		Challenges <ul style="list-style-type: none"> > Meeting the needs and aspirations of all students in the classroom every day. > Meeting the wellbeing needs of children and young people is the responsibility of the whole human services system. The ACT education system is committed to improving partnerships across ACT government and with community organisations and advocacy groups so that schools, students and their families can access the services they need, when they need them. > Continuing to work with ACT non-government schools to support compliance with the <i>Education Act 2004</i> and the conditions of registration for non-government schools.
Connecting with Families and the Community		Challenges <ul style="list-style-type: none"> > Streamlining the processes for enrolment into ACT public schools. > Ensuring negotiations with the Australian Government regarding ongoing funding under the National Partnership for Universal Access to Early Childhood Education result in the ACT being well placed to continue to deliver quality early childhood education and care to the community.
Business Innovation and Improvement		Challenges <ul style="list-style-type: none"> > Supporting Directorate and schools' business improvement through building efficient and effective business systems and processes, and fostering productive partnerships with stakeholders. > The ACT public school population is growing rapidly as the ACT grows and as more parents choose public school education. Longer-term enrolment planning is being developed to support the Directorate to deliver the right learning environments in the right places to support this growth. > Delivering capital works program aimed at creating contemporary learning and teaching spaces within budget.

<ul style="list-style-type: none"> > Developing a consistent approach to supporting successful transitions to school, and between early childhood education and care services, for every child and providing a framework for parents and teachers to share information about a child's learning, strengths and interests. > Early themes emerging from the Future of Education community conversation identify the importance of students' 'learning for the future' or '21st Century skills'. These skills include resilience, communication, critical analysis and thinking, and cultural awareness and understanding. 	<p>Outlook</p> <ul style="list-style-type: none"> > Embed Pathways Planning in line with the Australian Curriculum general capabilities. > Strengthen teacher, school leader and system knowledge and skill in planning, teaching, assessing and reporting using the Australian Curriculum. > Roll out the Preparedness for Preschool Program, in partnership with the Community Services Directorate, across all ACT Child and Family Centres in 2017.
<ul style="list-style-type: none"> > Ensuring services offered by the Network Student Engagement Team (NSET) continue to meet the needs of schools and improve learning, engagement and wellbeing outcomes for students. > Meeting challenges experienced in filling vacancies within the specialisations of STEM, early childhood and special education. > Enhancing principal career structure to facilitate enhanced career pathways and to place experienced principals in the schools where they are most needed. 	<p>Outlook</p> <ul style="list-style-type: none"> > Deliver the Everyone Everyday professional learning program on inclusive education practices. > Target the individualised learning needs of school leaders and other key personnel to ensure both confidence and capability in working within the Student Resource Allocation Program environment. > Implement the Directorate's Great Teachers by Design framework to enhance consistency in instructional leadership capability, leading to excellence in teaching and learning.
<ul style="list-style-type: none"> > Over 120 submissions to the Future of Education conversation informed the first phase of the conversation. The project team will work to provide feedback throughout the second phase of the conversation with the community to obtain more detailed information on the themes raised. The Government's strategy for the Future of Education will address multiple aspects of education under one action plan and reflect extensive community engagement throughout all stages of development. > The <i>Schools for All</i> program has focussed on strengthening a whole of system response to create and sustain safe, supportive and inclusive school environments. The program seeks to catalyse change for inclusive and student-centred education, where no one is excluded because of their background, culture, gender, class, religion, sexuality, wealth or ability. 	<p>Outlook</p> <ul style="list-style-type: none"> > Develop and embed cultural integrity. > Improve partnerships across ACT government and with community organisations and advocacy groups. > Recruit 20 additional school psychologists over a four year period. The service will increase by an additional five full time staff for 2018 and each year after that.
<ul style="list-style-type: none"> > Engaging families in children's learning. > Facilitating and encouraging community use of schools. > Forging partnerships with the non-government sector to support children and young people. 	<p>Outlook</p> <ul style="list-style-type: none"> > Improve communications and transactions between parents and schools with the implementation of a parent portal in the new School Administration System. > Provide resources to schools to support them to engage more effectively with families, particularly for students with complex needs and challenging behaviour. > Implement recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.
<ul style="list-style-type: none"> > Modifying and upgrading aged infrastructure at schools to improve environmental sustainability and to achieve carbon neutral operations by 2020 in line with the Government's target. > Progressively developing a funding model specifically for ACT public schools. The Student Resource Allocation Program provides a platform for broad reform and cultural change, including updated and improved policy settings to guide school and system decision making, and learning environments that best meet student needs through innovative work practices, staff development and improved data about student and school performance. 	<p>Outlook</p> <ul style="list-style-type: none"> > Deliver significant improvements to schools in a range of areas through the staged implementation of the new School Administration System. > Implement successful planning and resourcing to achieve effective transition to online testing for the National Assessment Program – Literacy and Numeracy. > Develop indicators to better reflect measure of equity and gain in student performance, particularly in the National Assessment Program – Literacy and Numeracy, including through consultation at the national level about system performance measures.

ABORIGINAL AND TORRES STRAIT ISLANDER OUTCOMES

The Education Directorate provides a range of supports, programs and initiatives dedicated to Aboriginal and Torres Strait Islander students and staff. Our vision is for schools that meet the needs and aspirations of all Aboriginal and Torres Strait Islander students and we are working towards achieving this through building cultural integrity.

Cultural integrity represents a break from past approaches which have focussed on deficit mindsets. It engages a strengths-based attitude to growth and achievement. It is positive and constructive, and benefits the whole school community. The 2016 review of Aboriginal and Torres Strait Islander education in the ACT found that the cultural supports available to students can make a significant difference to their experience at school.

Cultural integrity describes the environment a school creates to support Aboriginal and Torres Strait Islander students, and to welcome and engage their families and communities. Every school's story and community is unique, so cultural integrity will mean something different to each school.

The whole school community will benefit from higher cultural integrity, with Aboriginal and Torres Strait Islander perspectives embedded throughout teaching and learning, and into the physical school environment.

Implementation of the Student Resource Allocation Program (SRA) has been a key driver behind the new focus on cultural integrity and has been supported by a number of key advisory groups. The SRA Principal Advisory Group, SRA Aboriginal and Torres Strait Islander Policy Group and SRA Reference Board have all contributed to the development of new policy direction to support cultural integrity in schools. The main objective of these groups is to ensure that community and schools' perspectives are reflected in strategic directions, project planning, policy development and shaping the design and delivery of support services associated with implementing the SRA.

ACT public schools deliver a broad range of programs to meet the learning needs, interests and aspirations of all students. Increasing student attendance and year 12 attainment rates and improving performance in NAPLAN and other assessments are key performance indicators for the Directorate. Personalised learning and increased transitions and careers support is available to all students. These provide formal and informal pathways into education, employment and self-development for Aboriginal and Torres Strait Islander students. Programs include the Aboriginal and Torres Strait Islander Student Aspirations Program and Flexible Learning Options which help students develop a connection between their future study, training and work goals, as well as a significant number of localised initiatives within schools to enable Aboriginal and Torres Strait Islander students to achieve their hopes and aspirations.

During 2016-17, 88 students participated in Student Aspirations Program activities including pathways interviews, the years 5 and 6 Leadership Day and the Halogen Youth Day. The Student Aspirations Program aims to support students to successfully navigate career and educational pathways. Students in the Aspirations Program also participate in the annual Leadership Day at Birrigai.

The Directorate's Koori Preschool Program supports increased participation of Aboriginal and Torres Strait Islander children in preschool through the provision of high quality early childhood education at five sites across Canberra:

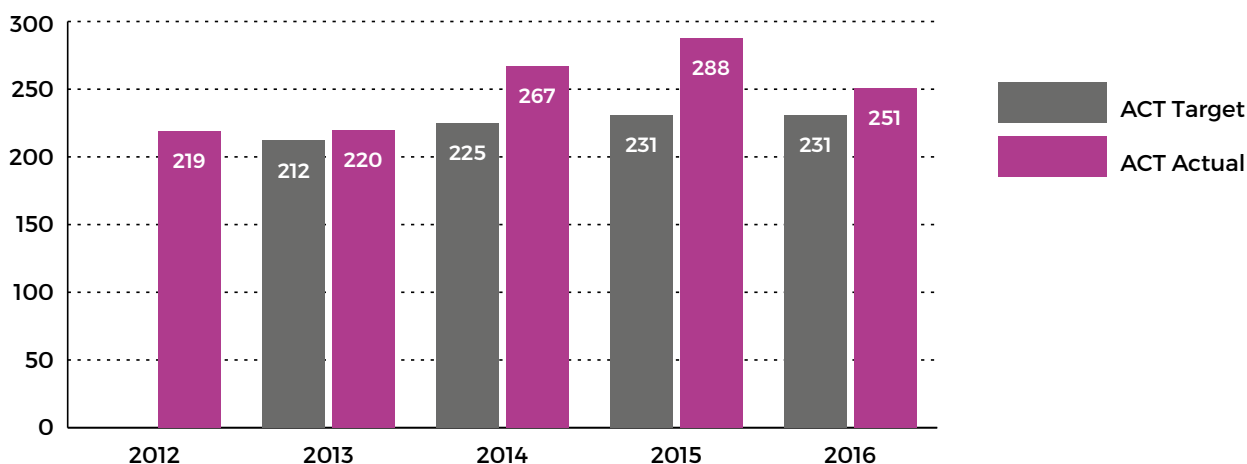
- > Ngunnawal Primary School;
- > Wanniasa School;
- > Richardson Primary School;
- > Narrabundah Early Childhood School; and
- > Kingsford Smith School.

Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian, enabling greater family involvement and supporting transition to formal schooling. In addition to enrolling in Koori Preschool, children can also attend their local preschool, providing access of up to 27 hours per week of high quality preschool education in the 18 months prior to starting kindergarten.

The number of preschool enrolments of Aboriginal and Torres Strait Islander children in public schools includes children who were attending a preschool program at a specialist school and as an early entry student, as at August census of a given year.

The number of Aboriginal and Torres Strait Islander children enrolled in public sector preschool increased over the last five years. In 2016, 251 children were enrolled, exceeding the target of 231 enrolments (Figure B1.1).

FIGURE B1.1: NUMBER OF ENROLMENTS OF ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN IN PRESCHOOL IN PUBLIC SCHOOLS, 2012 TO 2016



Source: ACT Education Directorate

The Action Inquiry Program operated across ACT public schools from 2010 until 2016. The program delivered professional learning and support for teachers and school leaders to conduct school projects to improve the educational outcomes of Aboriginal and Torres Strait Islander students.

Thirty teachers from 11 campuses (early childhood to college settings) participated in the 2016 Action Inquiry Program. Approximately 260 Aboriginal and Torres Strait Islander students were enrolled in the participating schools.

Inquiries in 2016 included a longitudinal numeracy study, oral language initiatives, supporting transitions into Science, Technology, Engineering and Mathematics (STEM) subjects and literacy support in upper primary.

It is important that Aboriginal and Torres Strait Islander students are able to see themselves and their cultures reflected in all learning areas. The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority of the Australian Curriculum is designed for all students to learn about the histories and cultures of Aboriginal and Torres Strait Islander people and their contributions to contemporary Australian society. The priority encourages all staff and students to engage in reconciliation and build school capability to embed local Ngunnawal histories and cultures in the school curriculum.

In the 2016-17 financial year, \$230,000 was allocated to the tutorial support scheme program to implement targeted strategies to meet the individual learning needs of Aboriginal and Torres Strait Islander students. Funding is used for staffing costs in order to deliver one-on-one, small group tuition or study groups to provide more intensive learning support where required.

In 2017, the Aboriginal and Torres Strait Islander Secondary Scholarship Program was expanded to include scholarships for students wishing to pursue Vocational Education and Training (VET) pathways. In March 2017, eight Secondary Scholarships were awarded to students in years 11 and 12 pursuing degrees in health and teaching as well as VET pathways.

In February 2017, six Tertiary Scholarships were awarded to students pursuing degrees in health and teaching. As part of the Tertiary Scholarship Program, scholarship holders undertook a voluntary placement in a school and were then given the opportunity to work as casual Learning Support Assistants. In 2016-17, scholarship recipients undertook casual employment in eight ACT schools.

Some other important programs and highlights for 2016-17 are outlined below.

STRENGTHENING AND PROMOTING NGUNNAWAL CULTURE AND HISTORY IN SCHOOLS

The 2016-17 election commitment 'Better Schools – Strengthening and Promoting Ngunnawal Culture and History' is a two year program to support schools and students to engage with the Traditional Owners and incorporate Ngunnawal culture across all ACT public schools. The initiative provides funding sourced from existing resources of \$300,000 over two years. The following initiatives have been implemented across a number of schools during 2016-17:

Ngunnawal Plant Use guide pilot program

In 2017, nine schools were supported to participate in a pilot program to develop teaching and learning programs using the Ngunnawal Plant Use Guide. Resources and strategies were shared with other schools. The book includes an introduction to Ngunnawal history and natural resource use, descriptions and photos of 69 plant species, including their use, distribution and method of propagation.

Footprints on Our Land: Aunty Agnes, Ngunnawal Elder pilot program

In 2017, the Directorate led a series of workshops and school based projects to develop teaching and learning activities based on the film about Aunty Agnes, *Footprints on Our Land*. In March 2017, six schools presented their strategies to incorporate the DVD into professional learning and classroom activities. Areas of learning and teaching focus include background on Ngunnawal history and culture, cultural awareness among staff and students, cross curriculum perspectives, rights and freedoms and English.

Mununja the Butterfly

In May 2017, four primary schools commenced a curriculum pilot project to explore ways in which to incorporate Don Bell's book, *Mununja the Butterfly* into learning activities and programs for upper primary students.

Embedding Indigenous languages and cultural competence in schools

During the reporting period, the Directorate distributed posters and other literacy resources to promote the incorporation of Indigenous Languages in teaching and learning programs in ACT public schools, including resources promoting the 2017 NAIDOC week theme, *Our Languages Matter*.

The Directorate has also conducted Cultural Competence Workshops with school and Education Support Office Staff. The purpose of these workshops is to promote cultural integrity in schools and the workplace. The workshops are completed in conjunction with an online Cultural Competence Course promoting cultural integrity and promoting Aboriginal and Torres Strait Islander history and culture.

During the facilitation of some Cultural Competence workshops, Acknowledgement of Country has been spoken in the Yuwaalaraay language, with an accompanying explanation of the difference between Acknowledgement of Country and Welcome to Country and the importance of Acknowledgement of Country in making the connections between, people, Country, place and culture. Schools involved in the Cultural Competence Course have also been made aware of Aboriginal Language Resources available for purchase.

ABORIGINAL AND TORRES STRAIT ISLANDER CENTRE FOR EXCELLENCE – CAMPBELL HIGH SCHOOL

Established by award winning teacher Cara Shipp, the Centre for Excellence at Campbell High School has a number of programs and initiatives in place to support Aboriginal and Torres Strait Islander students, including the following:

- > a program for students to become leaders and role models in the community and access pathways to further education and employment after finishing school;

- > learning activities including yarning circles, outdoor activities connecting with land, hands-on and art-based activities as well as intensive literacy and numeracy practice; and
- > personalised learning plans are developed in collaboration with each student and their parents/carers.

MELROSE HIGH SCHOOL INDIGENOUS STUDIES CENTRE

The Indigenous Studies Centre at Melrose High School is open every lunchtime to provide support for Aboriginal and Torres Strait Islander students who may need assistance with classwork, assignments and any other school activities. The Centre also runs regular excursions, parent lunches, and celebrates significant cultural events such as NAIDOC week. Staff members also work with students to develop and deliver workshops to their peers about Aboriginal and Torres Strait Islander culture.

Melrose High School also runs the Big Picture Academy, which is an innovative learning program for Aboriginal and Torres Strait Islander students in years 9 and 10. Students are able to study in subject areas that they are passionate about, and learn what it is like to work in their industry of interest through internships in professional working environments. The program also connects students to Aboriginal and Torres Strait Islander mentors already working in the local community in the same field.

WANNIASSA SCHOOL – GAMBRA PROGRAM

The Gambra Program provides a space where Aboriginal and Torres Strait Islander students are able to learn more about their culture, complete extra study and receive tutoring as required. The program also fosters parental engagement by encouraging families to participate in Gambra activities.

MURA ACHIEVEMENT AWARDS

The Student Aspirations Mura Award recognises Aboriginal and Torres Strait Islander students in years 4 to 11 for demonstrating one or more of the following:

- > excellent attendance;
- > strong commitment to their learning;
- > greatly improved engagement in their learning;
- > good academic progress; and/or
- > active involvement in the community and/or extra-curricular activities.

In 2016, 72 Mura Awards were awarded. Recipients receive a small bursary to go towards educational costs.



The National Assessment Program – Literacy and Numeracy (NAPLAN) is one of the measures that assist the Directorate to assess performance in quality learning for Aboriginal and Torres Strait Islander students. The performance of year 5 and year 9 Aboriginal and Torres Strait Islander public school students in reading and in numeracy is demonstrated by the mean achievement scores in NAPLAN.

In 2016, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard (NMS) for both reading and numeracy compared with national results. For years 5 and 7 reading, the difference was greater than 10 percentage points.

However, in the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students were significantly lower than the mean scores for non-Aboriginal and Torres Strait Islander students across all year levels and all testing domains.

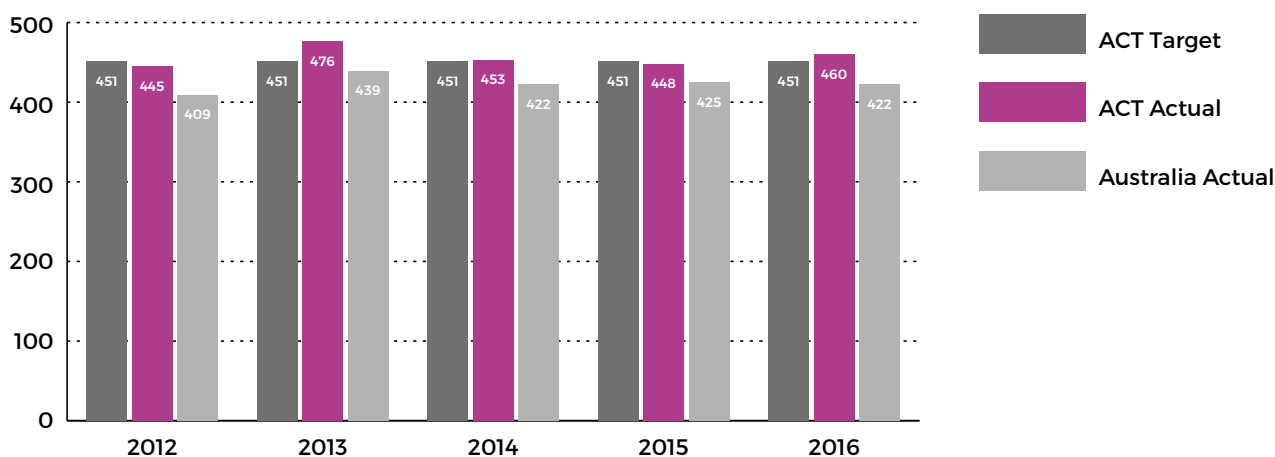
The Directorate recognises that there is more to be done to achieve better results for Aboriginal and Torres Strait Islander students, and is providing further wrap-around support by creating learning environments of cultural integrity which support leadership, high expectations and successful pathways for students.

Many ACT public schools have also implemented a variety of programs, initiatives and centres to provide individualised support to students who may require further literacy, numeracy or other learning support.

The below data shows that from 2012 to 2016, there was no significant change in the NAPLAN performance of Aboriginal and Torres Strait Islander students in ACT public schools in either reading or numeracy (Figures B1.2-B1.5). Nationally and in the ACT, results for Aboriginal and Torres Strait Islander students were two to three years of schooling behind non-Indigenous students.

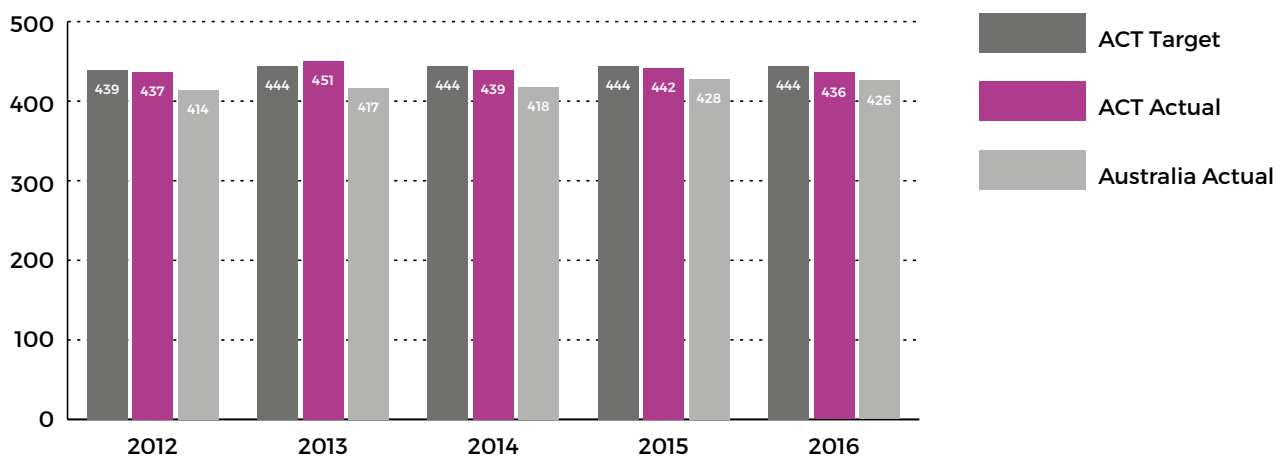
During 2017-18, the Directorate will be working to develop indicators to better measure equity and gain in student NAPLAN performance. The development of revised indicators will include consultation at the national level. The Future of Education conversation will also play an important role in developing new indicators.

FIGURE B1.2: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016



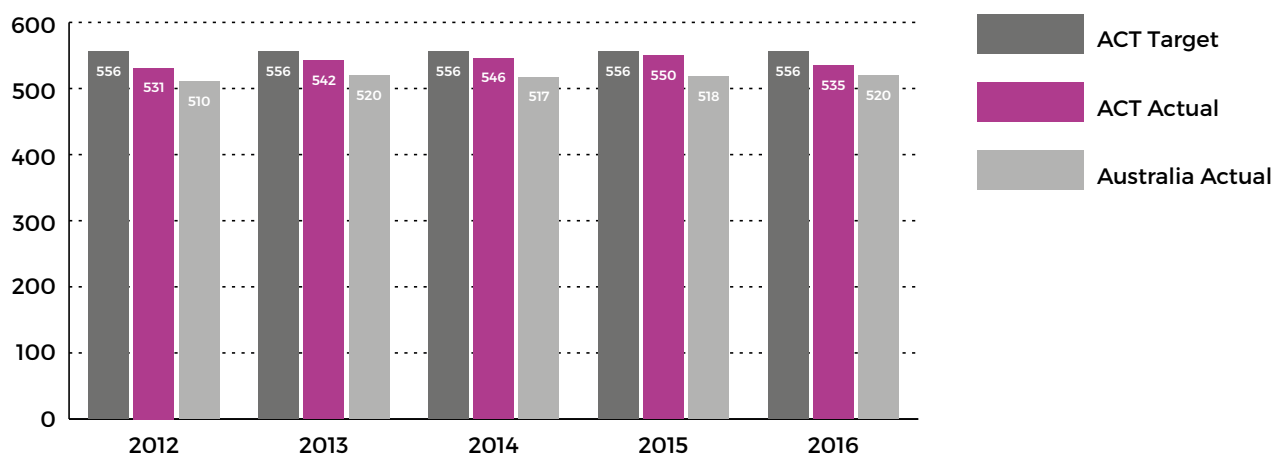
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

FIGURE B1.3: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



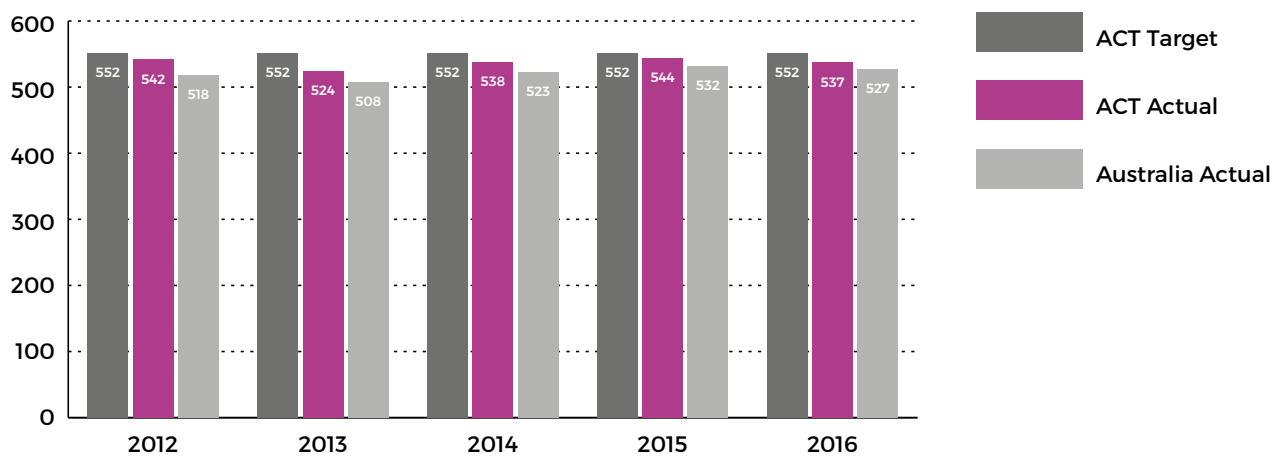
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

FIGURE B1.4: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

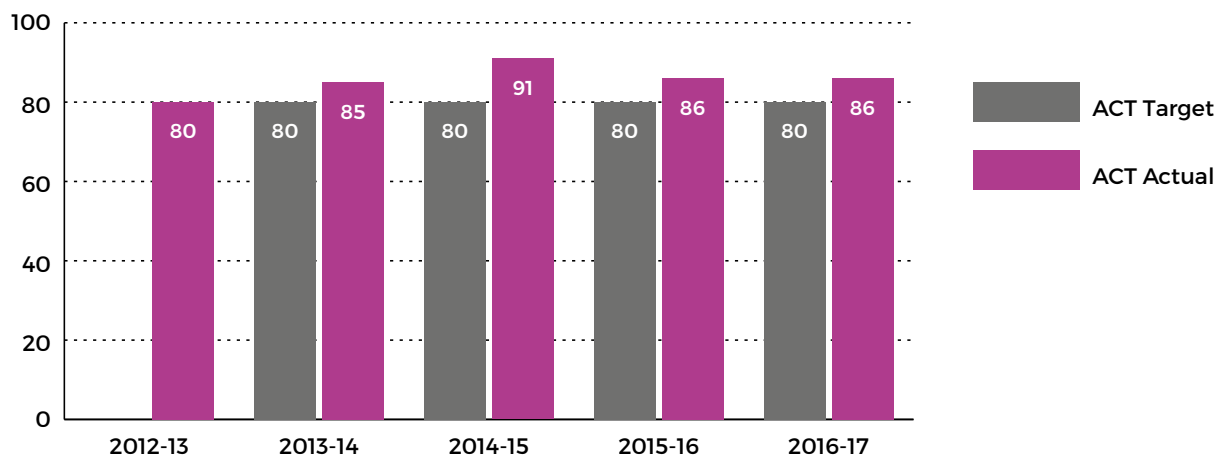
FIGURE B1.5: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

An indicator of stakeholder confidence in public education is the retention of year 10 students in public schools to year 11 in public colleges. The percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education reports the total number of year 10 Aboriginal and Torres Strait Islander students in public high schools, as at the August census, who enrolled in year 11 at public colleges as at the February census in the following year. The percentage of year 10 Aboriginal and Torres Strait Islander students who continued on to college education has exceeded the target of 80 percent since 2013-14 and remained relatively stable over the last four years (Figure B1.6).

FIGURE B1.6: PERCENTAGE OF YEAR 10 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS WHO PROCEED TO PUBLIC SECONDARY COLLEGE EDUCATION, 2012-13 TO 2016-17

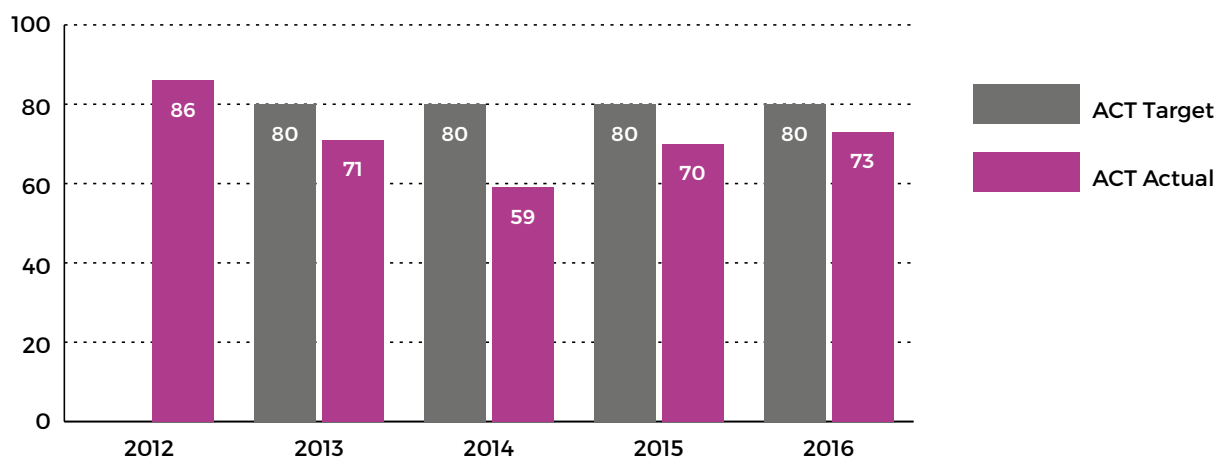


Source: ACT Education Directorate

Year 12 certification for Aboriginal and Torres Strait Islander students is the number of students who meet the requirements of an ACT Senior Secondary Certificate, expressed as a percentage of Aboriginal and Torres Strait Islander year 12 enrolments. Data are obtained from the ACT Board of Senior Secondary Studies and the ACT School Census undertaken in February of each year.

Since 2014, the proportion of Aboriginal and Torres Strait Islander students achieving a Senior Secondary Certificate has trended upwards from 59 percent in 2014 to 73 percent in 2016. In 2016, 64 (of 88) Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate. Through positive pathways and engagement programs, the Directorate is committed to increasing the proportion of Senior Secondary Certificate recipients (Figure B1.7).

FIGURE B1.7: PERCENTAGE OF ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS WHO RECEIVED A YEAR 12 CERTIFICATE, 2012 TO 2016

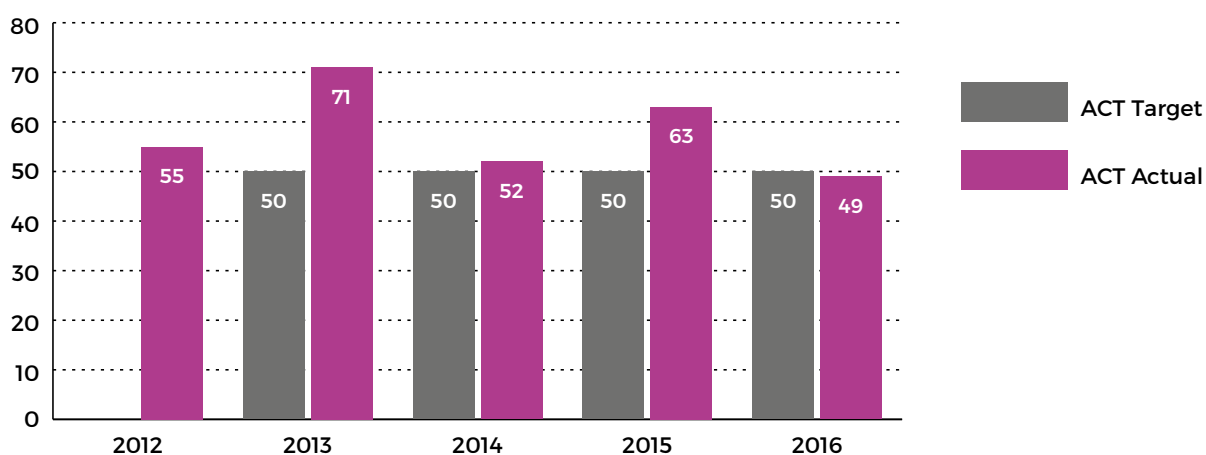


Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

The percentage of year 12 Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification is the number of year 12 Aboriginal and Torres Strait Islander students who completed year 12 and achieved a vocational qualification, or equivalent, divided by the total number of Aboriginal and Torres Strait Islander students enrolled in year 12 at the February census of a given year. Data is obtained from the ACT Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

The reduction in numbers of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification in 2016 was due to reductions in the number of students undertaking a vocational qualification (Figure B1.8). This is consistent with national trends for vocational education and training (VET) in Schools, which showed a small decrease in student numbers in 2016, but a general upward trend in student numbers over the past 20 years¹.

FIGURE B1.8: PERCENTAGE OF YEAR 12 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS WHO RECEIVED A NATIONALLY RECOGNISED VOCATIONAL QUALIFICATION, 2012 TO 2016



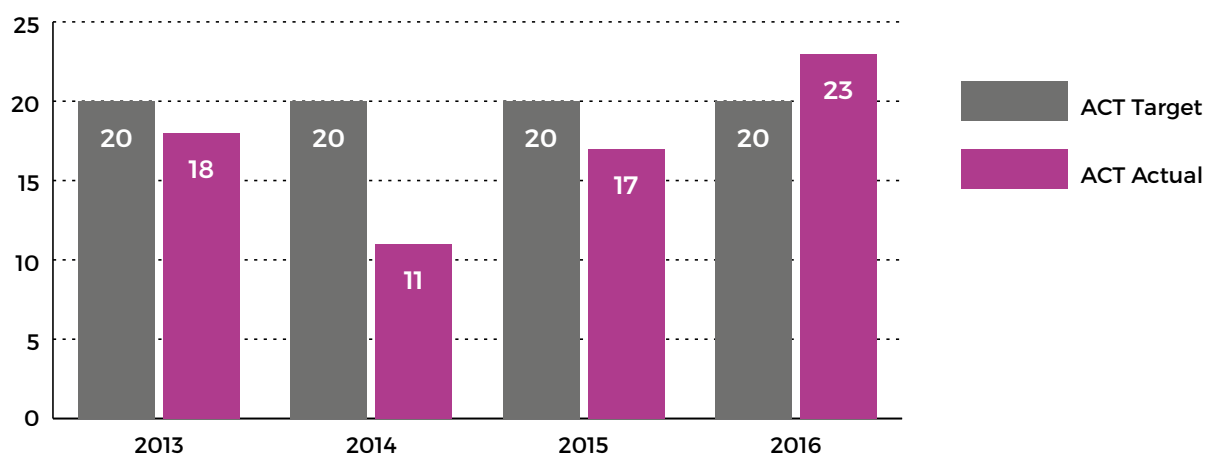
Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

¹ National Centre for Vocational Education Research, *Future bright for quality VET in Schools studies*, 1 September 2017.

The completion of a Tertiary Entrance Statement is another measure that can lead to improved further education and employment outcomes for Aboriginal and Torres Strait Islander students. The percentage of year 12 Aboriginal and Torres Strait Islander students receiving a Tertiary Entrance Statement is the number of year 12 Aboriginal and Torres Strait Islander students who completed year 12 and achieved a Tertiary Entrance Statement, divided by the total number of Aboriginal and Torres Strait Islander students enrolled in year 12 at the February census of a given year. Data is obtained from the ACT Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

The percentage of Aboriginal and Torres Strait Islander students receiving a Tertiary Entrance Statement has increased steadily since 2014, and has exceeded the target in 2016 (Figure B1.9).

FIGURE B1.9: PERCENTAGE OF YEAR 12 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS WHO RECEIVED A TERTIARY ENTRANCE STATEMENT, 2013 TO 2016



Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

The Directorate has a number of mechanisms and strategies in place to build and sustain meaningful partnerships with representatives from the local Aboriginal and Torres Strait Islander community. During the reporting period, the Director-General and other senior executive met regularly with the ACT Aboriginal and Torres Strait Islander Elected Body representative for Education, Mr Tony McCulloch. The Directorate's regular meetings with Mr McCulloch during 2016-17 provided a valuable forum for discussion and resolution of key issues in education, such as needs based funding, student attendance, Aboriginal and Torres Strait Islander employment targets, Ngunnawal language and culture in schools, and how to improve student performance and outcomes. The Directorate also continued to support the operation of the ACT Aboriginal and Torres Strait Islander Education Consultative Group.

Developing cultural integrity requires everyone's input and support. Throughout 2016-17, the Directorate has undertaken a number of initiatives to engage Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander staff in change.

The theme of the Directorate's third Reconciliation Action Plan (RAP) is *Reconciliation – Keeping it Alive 2016 – 2018*. The RAP was launched on National Sorry Day, 26 May 2016. The purpose of the RAP is to engage all employees in the creation of an organisational culture enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, strengths and cultures through our common values.

In February 2017, the Directorate installed on the façade of the Hedley Beare Centre for Teaching and Learning the painting *Water Dreaming* by the artist Leah Brideson from our Reconciliation Action Plan as a demonstration of the Directorate's commitment to Reconciliation.



To provide further support for Aboriginal and Torres Strait Islander staff, the Directorate has an Aboriginal and Torres Strait Islander staff network. The staff network meets quarterly and is used as a safe space for staff to connect and support one another. Members from the network regularly attend meetings with the Senior Executive Team to provide insight and feedback on current issues or initiatives within the Directorate.

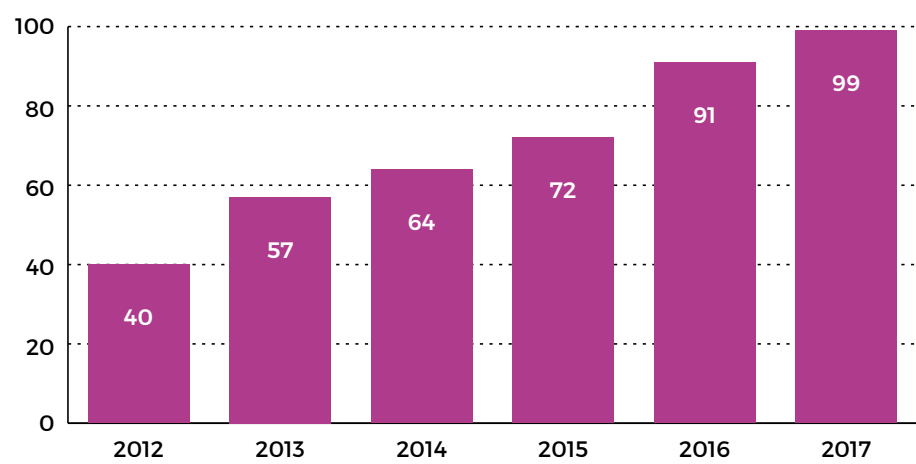
In 2017, the Directorate introduced an Aboriginal and Torres Strait Islander Mentoring Program (the Program). The Program gives Aboriginal and Torres Strait Islander staff at all levels the opportunity to work with colleagues to further their networks and careers within the Directorate.

To support professional learning, 43 teachers from 12 schools participated in the Cultural Competency program in semester 1, 2017. The program combines completion of 10 online modules provided by the Centre for Cultural Competence Australia with three workshops designed and facilitated by the Aboriginal and Torres Strait Islander Education Section and external specialist staff.

The Directorate awarded six Aboriginal and Torres Strait Islander Tertiary Scholarships, five for students studying teaching and one for a student studying an approved health course. As part of the Tertiary Scholarship Program, scholarship holders undertake a voluntary placement in a school and are then given the opportunity to work as a casual Learning Support Assistant. In 2016-17 scholarship recipients undertook casual employment in eight ACT schools.

The continuing increase in numbers of Aboriginal and Torres Strait Islander staff from 2016 to 2017 (Figure B1.10) reflects the Directorate's commitment to building cultural integrity, and putting in place the strategies discussed above to support staff.

FIGURE B1.10: NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDER STAFF, 2012 TO 2017



Source: ACT Education Directorate

AWARDS AND RECOGNITION

2016 ACT PUBLIC EDUCATION AWARDS

The ACT Public Education Awards acknowledge school leaders, teachers, leadership in Aboriginal and Torres Strait Islander education, support staff, partnerships and volunteers. In addition, several employees were recognised for their valuable contribution to ACT public schools for over 40 years of service.



- > Education Support Person of the Year – Hao Thai, Giralang Primary School;
- > Volunteer of the Year – Christine Tusch, Fraser Primary School;
- > New Educator of the Year – Laura Pardoe, Harrison School;
- > Early Childhood Teacher of the Year – Sascha Colley, Ainslie Primary School;
- > Primary Teacher of the Year – Ilesha Siotis, Turner Primary School;
- > Secondary Teacher of the Year – Susan Daintith, Campbell High School;
- > Outstanding Partnership of the Year – Hughes Primary School with Woden Community Service;
- > Leadership in Aboriginal and Torres Strait Islander Education – Cara-Jane Shipp, Wanniasa School; and
- > Outstanding School Leader of the Year – Matthew Holdway, Theodore Primary School.

The following recipients were presented Recognition of Service Awards at the event:

- > Wally Hoefel;
- > Christine Hynes;
- > Alan Loryman;
- > Jennifer Macdonald;
- > Juanita Morton;
- > Margaret Rowlands;
- > Andy Wardrop;
- > Heather Wardrop; and
- > Dougal Whitton.

2016 YEAR 10 EXCELLENCE AWARDS

The Year 10 Excellence Awards celebrate the achievements of ACT public school students in one of the following categories: a successful learner, a confident and creative individual, or an active and informed citizen.



The recipients from the 2016 Year 10 Excellence Awards show the depth of talent in our public schools in areas such as academic excellence, perseverance, sportsmanship, artistic and musical ability, integrity and leadership.

These year 10 students from ACT public high schools are acknowledged for their outstanding achievements in their high school years.

Of the 2,750 ACT public school students who graduated from year 10 in 2016, 73 were recognised on at the Year 10 Excellence Awards for Outstanding Achievement in the High School Years. The awards represent the culmination of many years of hard work, dedication, success and community service. The recipients have demonstrated qualities of academic excellence, creativity, sporting prowess and a keen desire to contribute to the world, beginning in their own backyards.

AUSTRALIAN COUNCIL FOR EDUCATION LEADERS ACT BRANCH AWARDS 2016

The Australian Council for Educational Leaders ACT Branch Annual Awards presentation honoured a number of our public education leaders, acknowledging their excellent leadership in implementing an educational initiative, conducting research and/or influencing educational policy leading to improved educational outcomes for students in any educational setting.

Growing in Leadership Award:

- > Meghan Adamson – Kingsford Smith School; and
- > Margaret Wigley – Canberra College.

Leadership Award:

- > Peter Kent – Deputy Principal, Gordon Primary School;
- > Crystal Mahon –Executive Teacher, Hawker College; and
- > Rachel Matthews – A/g Principal, Torrens Primary School.

2016 RESILIENT AUSTRALIA AWARDS FOR ACT EDUCATION



The Education Directorate gained two awards in the government category of the Resilient Australia Awards for 2016.

The first award saw the Education Directorate take out the overall winner of the ACT Resilient Australia Awards for *Natural Disaster Evacuations in Specialist Schools* and was presented by Simon Corbell, Minister for Emergency Services, at the Legislative Assembly.

The second award was 'Commended' for production of a training video demonstrating that sound planning and effective communications, ensures ACT specialist schools safety in effectively conducting emergency evacuations.

Following the ACT Disaster Resilient Awards, the Education Directorate was invited to attend the Resilient Australia National Awards ceremony which was held in Melbourne on 17 November 2016.

The national awards were attended by Megan Young, Senior Manager of Security and Emergency Management, Jennie Lindsay, Principal of Malkara Primary School and Margaret Head, Assistant Manager Security and Emergency Management.

AUSTRALIAN SCHOLARSHIPS GROUP NATIONAL EXCELLENCE IN TEACHING AWARDS 2016

For more than 23 years, the Australian Scholarship Group National Excellence in Teaching Awards have given communities in Australia and New Zealand the opportunity to formally recognise and thank outstanding teachers.

Lyn Cleaver, from Gowrie Primary School, was one of 12 exemplary educators from across Australia honoured for their inspiring contribution to teaching. Lyn's award was for innovation.

Lyn believes early childhood teaching is not only an opportunity to educate students, but also to support them, and their families, through the foundation years of their learning journey. She leads the kindergarten teaching team at Gowrie Primary School, with the aim of instilling a lifelong love of learning, and preparing students for the transition to formal schooling.

Lyn recognises that each student is embarking on a unique learning journey and personalises education through daily goal setting and conferencing. She utilises circle time as a means of developing social skills, confidence and strong relationships in her classroom. She also communicates freely with families, and welcomes parents into the classroom to learn valuable strategies to continue their child's education journey at home.

Lyn regularly reflects on her practice and makes adaptations, seeking new tools, strategies and information based on her students' needs. She sees education as an ever changing profession and believes it is important to keep up-to-date with innovative, best practice techniques.

B2. PERFORMANCE ANALYSIS

STRATEGIC PLAN

As reported in the Organisational Overview, the Directorate's *2014-2017 Strategic Plan – Education Capital: Leading the Nation* guides the Directorate towards achieving our vision that every child and young person in the ACT will benefit from a high quality, accessible education system. The Plan sets five strategic priorities to guide our work:

- > Quality learning;
- > Inspirational teaching;
- > High expectations, high performance;
- > Connecting with families and the community; and
- > Business innovation and improvement.

The Strategic Plan is supported by annual Action Plans detailing specific initiatives and identified actions to work towards achieving the strategic priorities. The performance analysis below outlines the Directorate's progress in 2016-17 against identified actions in the 2016 and 2017 Action Plans to achieve the five strategic priorities.

QUALITY LEARNING

Identified Action: Implement the K-10 Australian Curriculum and Early Years Learning Framework.

Quality Learning is the core element of the Directorate's service provision. ACT public schools maintain high expectations for student learning. Our focus on school improvement is intended to realise our vision of success for every child and young person. The Directorate is committed to maximising learning outcomes for students and greater emphasis has been placed on developing systematic curriculum delivery in our schools and building expert teaching teams that use effective pedagogical practices in our classrooms.

Full implementation of the K-10 Australian Curriculum in all ACT public schools will be achieved in 2018. The Australian Curriculum presents to teachers, parents and students what is to be taught and the quality of learning expected of all young Australians as they progress through school. ACT public schools now teach Australian Curriculum content in Maths, English, Science, History, The Arts and Geography. Full implementation of Health and Physical Education and Languages curricula will be complete by the end of the 2017 school year.

In February 2017, an evaluation of the implementation of the Australian Curriculum Achievement Standards was completed. Recommendations from the evaluation informed the development of an initiative to strengthen implementation of the Australian Curriculum across all learning areas and stages of schooling. The initiative has a particular focus on developing curriculum leadership in our schools as well as teachers' knowledge and skills in using the Achievement Standards.

All ACT public schools use the national Early Years Learning Framework to inform their planning for quality learning. The Early Years Learning Framework outlines the principles and practices of quality early childhood education, and the desired learning outcomes. These principles include high expectations for all and developing every child's capacity to succeed. In 2016-17, the Directorate commenced providing support to six preschools that required additional support to embed the Early Years Learning Framework.

The Directorate also facilitated Teacher Quality Institute (TQI) accredited professional development aligned with the Early Years Learning Framework and system priorities, including a Preschool Network Session *Educators as Researchers*, a Koori Preschool Professional Learning Day *Transitions for Aboriginal and Torres Strait Islander Children* which delivered strategies to support children's early literacy development, and three Preschool Network Sessions *Working Together Makes a Difference*.

A flexible reporting template was introduced and has been used by the majority of primary and high schools to report on student progress to parents at the end of the 2016 school year. Preschools use the five learning outcomes identified in the Early Years Learning Framework to assess and report on student progress.

Identified Action: Continue to transition to NAPLAN online.

There was a national decision to defer the 2017 implementation of NAPLAN online. The Directorate will work with ACT schools to transition to NAPLAN online within the three year transition period. The ACT will keep testing the required technical systems to make sure these are fully ready before being introduced to ensure that the administration of NAPLAN assessments occurs in a way that enables learning to continue productively and without creating unnecessary stress for children, while providing the most value.

Identified Action: Develop an Early Childhood Strategy.

The ACT Government is currently developing a whole of government early childhood strategy, which will look to coordinate approaches across government, and in partnership with non-government organisations, to achieve better outcomes for children and their families.

Scoping of the Early Childhood Strategy project commenced in 2017, with specific consideration of synergies with the work of the Future of Education project. The strategy is also a priority project which makes up the work program for the Human Services Cluster over the next three years. The Human Services Cluster comprises the Directorates of Education, Community Services, Health, and Justice and Community Safety, and further information on its work is available via the *Human Services Blueprint – Better Services initiatives* at <https://www.betterservices.act.gov.au/human-services-blueprint>.

The findings of the *Evaluation of Early Childhood Schools and the Koori Preschool Program* undertaken by Western Sydney University, and the Education Directorate's paper, *Early Childhood Education and Care in the ACT*, will inform the development of the strategy. The strategy will consider early childhood services including childhood education, maternal and child health, family support and early intervention services.

In April 2017 an information briefing on the Evaluation was held for Early Childhood School and Koori Preschool principals. The findings of the Evaluation will inform consultation with families and communities for the development of the strategy. From mid-2017, consultation will also be undertaken with the education and care sector, which will include the quarterly early childhood education and care sector meetings and through the Early Childhood Advisory Council.

Identified Action: Establish an Academy of Coding and Cyber Skills.

The Directorate has conducted internal and external consultation workshops to engage and elicit the views of tertiary education and training providers, government agencies, industry groups, teachers and students. Stakeholder input will inform the scope and next steps for establishing the ACT's Academy of Coding and Cyber Skills, including infrastructure requirements, teacher professional learning, and futures-focused curriculum to develop students' digital skills and futures-focused skills.

Identified Action: Explore medium and long-term partnerships with the early childhood education and care sector.

Over any given year Children's Education and Care Assurance (CECA) organises and participates in a range of educative forums and deliberative forums with the early childhood sector. Each year CECA organises Education and Care Sector meetings. These meetings are open to all educators, management, providers, and other stakeholders. The meetings are designed to be both informative and educational providing guest speakers in areas identified as being in need of clarification within the sector.

In the 2016–17 year, Education and Care Sector meetings covered a variety of important topics such as:

- > understanding the Reportable Conduct Scheme;
- > parent engagement;
- > inter generational possibilities in education and care settings;
- > using data and information provided by the Australian Early Development Census (AEDC);
- > dealing with communicable diseases; and
- > presentations from sector representatives on the Early Childhood Australia National Conference.

The last Education and Care Sector meeting for the financial year provided information on the amendments to the *Education and Care Services National Law* (the National Law).

This year CECA and the independent Professional Support Coordinator run by Communities@Work presented the Achieving the National Quality Standard (NQS) Symposium. The symposium focused on NQS Quality Area 1: Education program and practice and showcased achievements by services and providers.

CECA and Communities@Work also organised an Educational Leader Forum in August 2016. This joint presentation looked at the requirements of the National Law for educational leadership and considered possible approaches and ways of meeting this need through the experiences of a variety of services.

The Regulatory Authority developed and introduced a self assessment tool for education and care services to use to monitor their compliance with the National Law. Services have embraced the tool as a positive measure in continuous improvement and have provided feedback on the benefits in using the tool while preparing for audits and maintaining standards. Since its introduction, the Regulatory Authority has seen improvement in the awareness of obligations under the Law and Regulations, which has also been reflected in the outcomes of audits.

Identified Action: Undertake comprehensive school improvement reviews.

People, Practice and Performance: A Framework for School Performance and Accountability was launched in April 2016. It provides direction for all schools to participate in a five year cycle of school improvement planning, culminating in an external review in the fifth year, aligned to the school's Strategic Plan.

A new format of external School Reviews was undertaken for the first time in ACT public schools in 2016. The new review process is more rigorous and robust than the former validation system. It involves an independent expert reviewer leading the panel and assessing schools against the National School Improvement Tool. Seventeen schools underwent the new approach to School Reviews, 16 schools underwent a Standard School Review, and one school underwent a Special Purpose Review due to a new principal appointment.

The School Reviews were conducted using the expertise of external reviewers from the Australian Council for Educational Research (ACER) and experienced system principals. The review panels delivered final reports to schools and a System Report to the Directorate.

Schools reviewed in 2016 have developed their 2017-2021 School Strategic Plans based on the recommendations and commendations in the School Review Reports they received.

Other initiatives that supported this strategic priority:

- > 90 ACT schools participated in the 2016 Chief Minister's Reading Challenge, including public, non-government, home and community language schools representing over 31,000 students from preschool to year 8. This increase makes 2016 the most successful to date.
- > The Pathways website supports students to develop skills and knowledge in line with the Australian Curriculum's general capabilities to plan for the future. As at 30 June 2017, 18,943 young people across the ACT had engaged with the Pathways website since its establishment in May 2014 to develop a plan for their future.

OUTCOMES

The Directorate monitors a range of student performance data to assess its progress in achieving quality learning for all students. The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted in all states and territories in May each year. NAPLAN is one of the measures that can demonstrate performance of students in reading and numeracy.

National and international assessments of student achievement across Australia over the past 10 years have shown little improvement, and in some areas, achievements have declined, despite an overall per student increase in expenditure. ACT data reflects the national trend. This was also reflected in the Auditor-General's *Performance Information in ACT Public Schools* report, which was released on 31 May 2017.

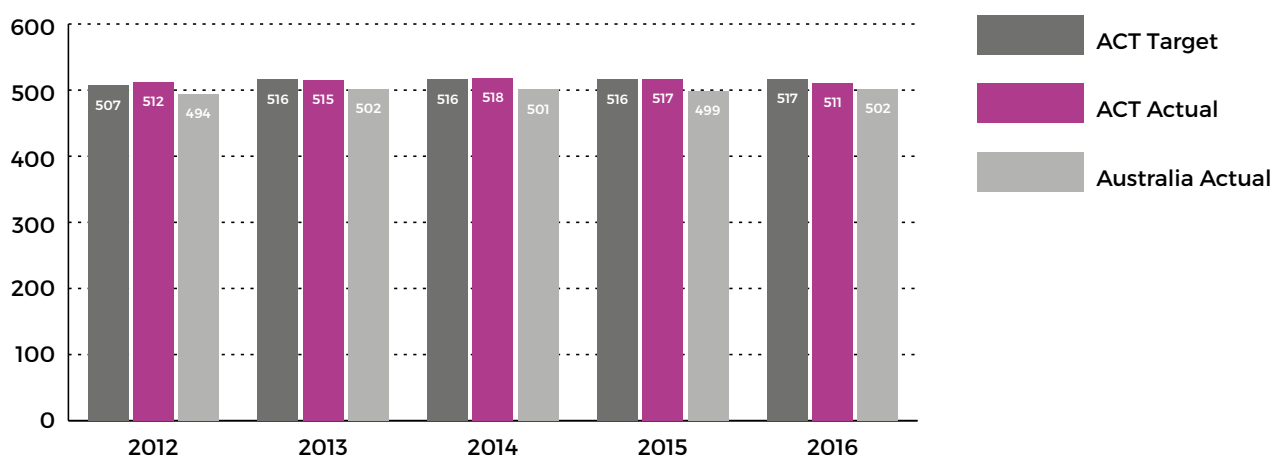
When you look at ACT data from the perspective of NAPLAN, the ACT is doing well and continues to lead in most domains. In the ACT, we are coming from a high base, so we have the challenge of showing growth at the same rate as our state and territory counterparts. While our general results are positive, we also want to ensure we don't leave behind any of our cohorts of students.

NAPLAN is only one piece of the puzzle when it comes to tracking our students' ability in literacy and numeracy. Schools use lots of methods to assess and support students. Schools do this to make sure that they track and record meaningful data for all children. The Directorate will continue in 2017-18 to look at how we can improve how we use this data to improve student outcomes. The Future of Education conversation inviting the community to

comment on how we can further improve our education system will also play an important role in developing new indicators.

The performance of year 5 public school students in reading is shown by the mean achievement score in NAPLAN. Figure B2.1 shows that the 2016 mean achievement score for year 5 students in reading was below the target but higher than the national mean. ACT year 5 results have remained relatively stable since 2012, while the performance of students in other jurisdictions have been improving. As a result, the gap between the ACT performance and the national performance has been decreasing.

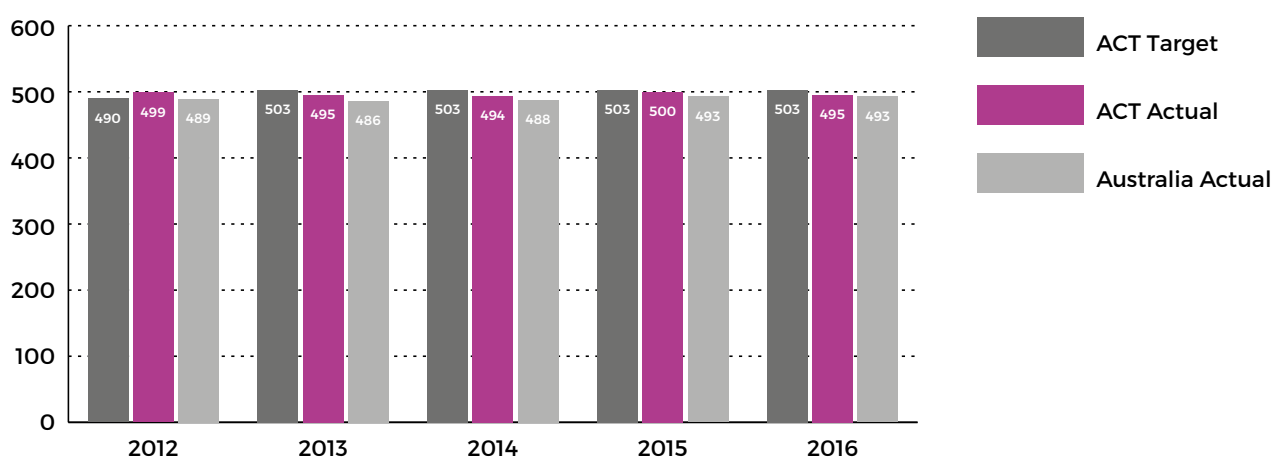
FIGURE B2.1: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

Year 5 numeracy results have consistently been above the national mean since 2008, but ACT year 5 results have reached a plateau between 2013 and 2016. The ACT mean achievement score was slightly below the target for 2016 (Figure B2.2).

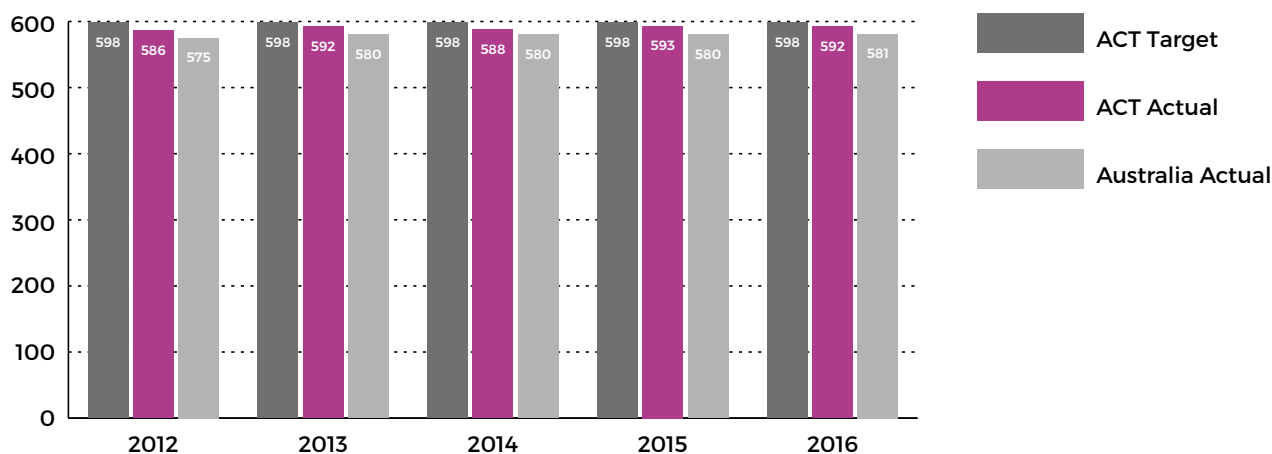
FIGURE B2.2: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

The performance of year 9 public school students in reading has been consistently higher than the national mean (Figure B2.3). There has been no significant change in ACT year 9 reading results since NAPLAN testing began in 2008.

FIGURE B2.3: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016

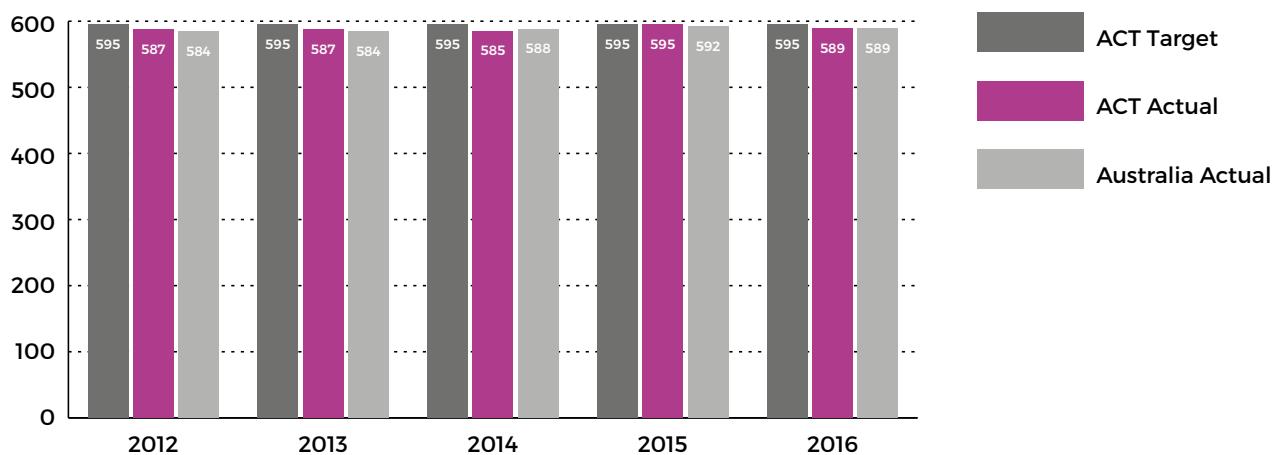


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

The mean achievement scores of year 9 public school students in numeracy have been stable with no statistically significant change between 2012 and 2016 results. The ACT mean score was marginally lower than the target in 2016 (Figure B2.4) and equal to the national results.

More detailed information regarding NAPLAN can be found at www.nap.edu.au.

FIGURE B2.4: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



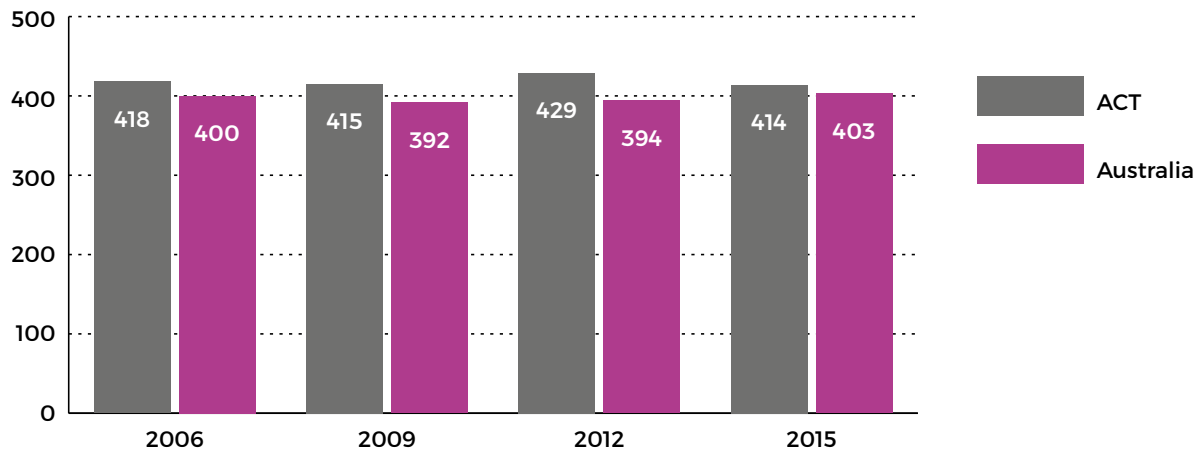
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

The National Assessment Program – Science Literacy (NAP–SL) assesses the ability to think scientifically in a world in which science and technology are increasingly shaping children’s lives. Unlike other assessments that are part of the National Assessment Program, NAP–SL only assesses year 6 students.

Further information on the assessment is available from <http://www.nap.edu.au/nap-sample-assessments/science-literacy>

The performance of ACT year 6 students in the 2015 NAP-SL was above the national mean (Figure B2.5). The ACT 2015 results were similar to those of 2006, 2009 and 2012, with a mean score of 414 points and 61 percent of students achieving the proficient standard or higher.

FIGURE B2.5: MEAN ACHIEVEMENT SCORE OF ACT AND AUSTRALIAN YEAR 10 STUDENTS IN NAP SL, 2006 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Science Literacy 2015

For further information on Aboriginal and Torres Strait Islander student performance, please see Section B1.



EARLY CHILDHOOD EDUCATION AND CARE

International and national evidence demonstrates that quality early childhood education and care has significant life-long benefits. These benefits include:

- > abilities to self-regulate, managing emotions and behaviour;
- > learning how to learn; and
- > longer engagement in schooling and improved academic performance.

Children who participate in quality early education and care experience these benefits irrespective of their family, social or economic context.

In 2012, all states and territories and the Commonwealth implemented the National Quality Framework (NQF) for the education and care sector. The NQF covers long day care, family day care, preschools and out of school hours care. Its primary function is to create a framework of education and care for children from 0–5 years who are not enrolled in school, and primary school aged children who attend out of school hours care.

The NQF established the *Education and Care Services National Law* and a uniform approach to the regulation and quality assessment of the education and care sector. The team responsible for undertaking this work within the Directorate is the Children's Education and Care Assurance (CECA) team.

CECA's regulatory role under the National Law includes the assessment and rating of services against the National Quality Standard. Following an assessment, an overall rating is given dependent on evidence collected across seven quality areas:

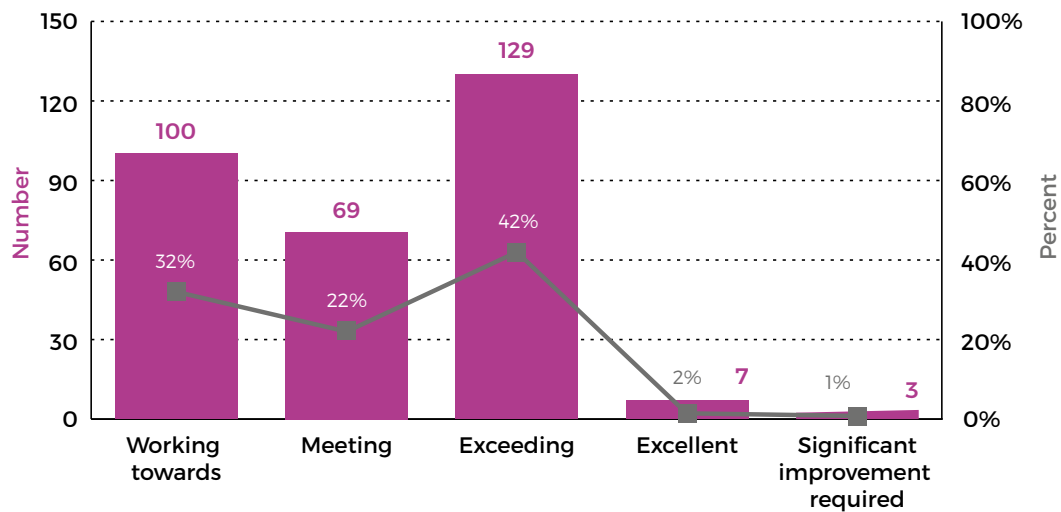
- > education program and practice;
- > children's health and safety;
- > physical environment;
- > staffing arrangements;
- > relationships with children;
- > collaborative partnerships with families and communities; and
- > leadership and service management.

There are five rating levels within the assessment and rating process as follows:

- > Excellent rating, awarded by Australian Children's Education and Care Quality Authority;
- > Exceeding National Quality Standard;
- > Meeting National Quality Standard;
- > Working Towards National Quality Standard; and
- > Significant Improvement Required.

As at 30 June 2017, the ACT had 354 services approved under the *National Law*. Of those, 308 services had been awarded a quality rating, representing 87 percent of services (see Figure B2.6).

FIGURE B2.6: EDUCATION AND CARE SECTOR SERVICES AWARDED A QUALITY RATING AS AT 30 JUNE 2017



Source: ACT Education Directorate

As at December 2015, all services registered prior to March 2014 had received their first assessment under the National Quality Framework.

As at 30 June 2017:

- > 211 services had received their first assessment and rating only.
- > 99 services had received their next assessment, of which:
 - 62 percent of services were rated at a higher rating; and
 - 89 percent of services had fewer elements rated as 'not met'.

This upward trend to overall improvement across the next assessed services shows a trend that most services are improving in their rating.

Universal Access to Early Childhood Education: National Partnership Agreement

On 4 May 2017, Senator the Hon Simon Birmingham, Minister for Education and Training, announced the Australian Government's commitment to extending the existing National Partnership for Universal Access to Early Childhood Education (NP UAECE) for 12 months. The Australian Government has committed \$428 million nationally, with around \$9 million allocated to the ACT.

The 12 month extension to NP UAECE 2016-2017 (NP UAECE 2018) is the fifth in a series of such agreements between the Australian Government and the states and territories to improve outcomes in early childhood education.

The NP UAECE provides a funding contribution to support the continued provision of 600 hours per year of free public preschool education, in the year before formal schooling.

The objective of the NP UAECE is to support universal access to, and improved participation by, children in quality early childhood education in the year before full-time schooling with a focus on Aboriginal and Torres Strait Islander, vulnerable and disadvantaged children.

As a requirement of the NP UAECE 2016 and 2017, the ACT's performance was measured against six performance indicators in the NP UAECE (2016–2017).

The ACT fully achieved against five of the six indicators and received full payment under these five. Almost 96 percent of four year olds in the ACT were part of a preschool program. The ACT achieved a result of 91 percent of Indigenous children participating in a preschool program available for 600 hours per year. This result was four percent short of the agreed 95 percent target and resulted in a part-payment for that target.

INSPIRATIONAL TEACHING AND LEADERSHIP

Identified Action: Recruit, develop, retain and reward quality teachers and maintain sustainable teacher workloads.

Quality teachers and effective school leaders are important factors in student achievement and ACT public schools have some of the best. *Great Teachers by Design* and *Great Teaching by Design* provide evidence-based frameworks for improving instructional leadership capability and excellence in teaching.

Local site selection, underpinned by the *National Professional Standards for Teachers*, is now embedded as a key classroom teacher recruitment strategy. This has improved contextual fit and enhanced principal accountability for building workforce profiles that target the educational needs of their specific student cohort. In over 80 local processes conducted from July 2016 to May 2017, outcomes delivered a mix of permanent officer transfers, new appointments and long term contracts.

The Directorate provides state of the art training facilities for all staff at the Hedley Beare Centre for Teaching and Learning. In addition, the Directorate quarantines \$1.46 million in professional learning funds annually to support the professional development needs of principals and teaching staff. Professional learning funds comprise the Principal Professional Learning Fund, the Teachers Professional Learning Fund and the provision of teacher scholarships.

By transferring to new settings throughout their careers, classroom teachers and school leaders gain broad experience and contribute to renewal of school communities through incorporation of new perspectives. An annual transfer round creates this opportunity for teaching classification staff. In the 2016 transfer round there were 577 classroom teacher, 41 School Leader C and nine School Leader B positions advertised.

The Directorate liaises closely with the ACT Teacher Quality Institute (TQI) and Access Canberra to ensure compliance with professional teaching registration requirements, including that all school based staff have current Working with Vulnerable People clearances; record and reflect on 20 hours of professional learning each year in the TQI teacher portal; and perform 20 days of teaching per annum.

Identified Action: Professional learning to encompass inclusive education, evidence-informed practice, community engagement and leadership at all levels.

Developing a high quality program of professional learning in every school to support all teachers to continually develop their professional knowledge, practice and engagement is a key area of focus for the Directorate. To both assist our staff in improving and progressing in their careers, schools are required to conduct two days of approved professional learning during stand down and also conduct professional learning community programs during school terms to build quality teaching practice.

To ensure the continuing expertise of our school staff, the Directorate has delivered high quality evidence based professional learning to develop the skills and capability of our teaching workforce. Resources and professional learning programs accessed by ACT teachers and school leaders which support the implementation of the Australian Curriculum and build their skill and capability range from comprehensive packages of teaching plans sourced from Queensland that systematically embed the Australian Curriculum from Kindergarten to Year 10 and the provision of Chinese and Indonesian language teaching assistants through partnerships with embassies and diplomatic missions.

The Principals as Numeracy Leaders program, a research-based instructional leadership initiative, coupled with Count Me in Too and Middle Years Mental Computation teacher professional learning, has supported effective leadership and teaching in numeracy.

The Writing Project was delivered to the North/Gungahlin and Belconnen Networks in 2016-17 and will be delivered to South/Weston and Tuggeranong Networks in 2017-18. The Writing Project was developed with the aim of further developing the capabilities of ACT public primary and secondary school principals as effective literacy leaders in the area of writing. Professional learning at the commencement of 2017 was attended by 686 primary school teachers.

To improve digital education capability, the 2nd Annual Google Summit was held over two days in April 2017 at Erindale College. The summit was attended by 363 ACT public school teachers and leaders and focused on deploying, integrating and using Google Apps for Education to promote student learning in K-12 and higher education. The summit featured quality workshops offered by Google for Education Innovative Educators, practicing educators, and other solution providers and the next summit is planned for April 2018. In addition to the summit, the Directorate organises four days of workshops every week five of every school term to up-skill ACT public school teachers in specific aspects of the Google G-Suite. In 2016-17, 379 staff attended these sessions. This professional learning has supported the implementation and early adoption of technology in ACT public schools to support inspirational teaching and the diverse needs of students.

Preschool teachers, assistants and school leaders also accessed professional learning on the Early Years Learning Framework to build their skills and capabilities in delivering quality early childhood education.

Development work on a refreshed and aligned school leader and teacher performance and development process with the *Australian Professional Standard for Principals*, *Australian Professional Standards for Teachers* and the *ACTPS Performance and Capability Framework* was completed in late 2016. The pilot implementation of the updated Performance and Development Process commenced in 2017, facilitating broader consultation and an ongoing consultative and collaborative approach to ensure schools have maximum input over the framework preceding anticipated implementation in 2018.

As part of our ongoing commitment to support leadership development and to build a collaborative culture that extends beyond the network model, a series of *Deputy Principal Leadership and Collaboration Events* for all ACT public education Deputy Principals was introduced in 2016-17. The events aim to build trust, collaboration and professional relationships amongst the Deputy Principals within and across networks. In addition, the Tuggeranong network introduced *Influence and Inspire*, an initiative to increase leadership awareness, capacity and impact for all Tuggeranong Executive Teachers through multimodal delivery of core leadership skills. The intention is to extend this program across the networks in 2018.

Professor Guy Claxton became a critical friend to the Directorate and commenced professional learning workshops with school leaders and relevant senior leaders in the Education Support Office during 2016, which will continue in 2017-18. The focus of Professor Claxton's critical friendship and professional learning workshops is to further develop an expansive mindset about student learning in ACT public schools, with a strong emphasis on teaching and learning approaches that lead to improved student outcomes.

Teachers who achieve certification at the higher Australian Standards of Highly Accomplished and Lead Teacher level were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance for classroom teachers at the top of the salary scale and executive teachers. In 2016, out of the 13 successful applicants in the ACT, 11 teachers from the Directorate attained certification, an increase from nine in 2015, at the Highly Accomplished and Lead career stages. Certification as a Highly Accomplished teacher is deemed 'highly desirable' in selection processes for School Leader C (SLC) positions.

Transitional arrangements have been implemented to move from separate designations of Executive Teacher (SLC), under a variety of job titles and conditions, to a holistic Executive Teacher (SLC) position. This ensures that SLCs have opportunities to develop the full range of school leadership capabilities and to meet the learning and wellbeing needs of students.

Identified Action: Scholarships for teachers to achieve post-graduate qualifications.

The Teacher Scholarships Program continues to provide teachers with support to undertake further study that will lead to improved student learning outcomes. In 2016-17, 41 scholarships were awarded. Training and development projects have commenced to build workforce capability in the areas of educational leadership, human resources, school improvement, communications and school governance.

Identified Action: Implement a leadership development strategy that provides coaching and mentoring for leaders and aspiring leaders.

In April 2017, 30 participants and 23 mentors were selected to take part in Cohort 2 of the Aspiring Leaders Program. The Program is designed to build leadership capabilities across the system, and will be delivered by the University of Melbourne's Graduate School of Education over a 12 month period. Cohort 2 has implemented all recommendations from an evaluation of Cohort 1 of the Program undertaken in 2016. The Aspiring Leaders Program is part of a suite of measures that will form the broader workforce capability strategy.

Following considerable consultation, research and work in 2016, key elements of a proposed leadership strategy are being progressed as part of a broader workforce capability strategy spanning pre-service teachers to experienced principals. The workforce capability strategy will be further developed over the next year to provide a comprehensive and consistent approach to building capability across the system; identifying and nurturing a repertoire of leaders for the future.

Informed by a Capability Improvement Strategy report, work is also underway to design and implement a sustainable training and development program to effectively implement the new needs based funding model for ACT public schools.

Identified Action: Work with the education and care sector to professionalise the workforce.

On 3 February 2017 the Productivity Commission released its Report on Government Services (RoGS) chapter that covers childcare, education and training.

The RoGS report shows that the ACT had 61.8 percent of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III.

While this figure is the lowest in the country it shows an 11.2 percent improvement on the 2016 figures. In 2016, RoGS recorded the ACT has having 50.6 percent of primary contact staff as having relevant formal qualifications.

It is important to note that the RoGS data only counts Child Care Benefit approved services, so the figures leave out a significant group of preschool services provided by public and non-government schools.

As of 1 March 2017, there are 79 public preschools and 20 non-government preschools.

In the ACT, 60 percent of preschool program workers have a university qualification, which places the ACT in the top two jurisdictions in the country.

Since the National Quality Framework was introduced in 2012, the ACT Government has supported the growth of qualified staff for the early childhood education and care sector with an Early Childhood scholarship program and an Early Childhood Degree program. A total of 175 scholarship grants for certificate III study were funded between 2012 and 2015. The last 30 places from this funding were offered in the first half of 2016. Since 2014, the degree program has funded approximately 65 candidates.

The ACT's Regulator, Children's Education and Care Assurance (CECA), provides regular opportunities for professional development and networking for the early childhood education and care sector.

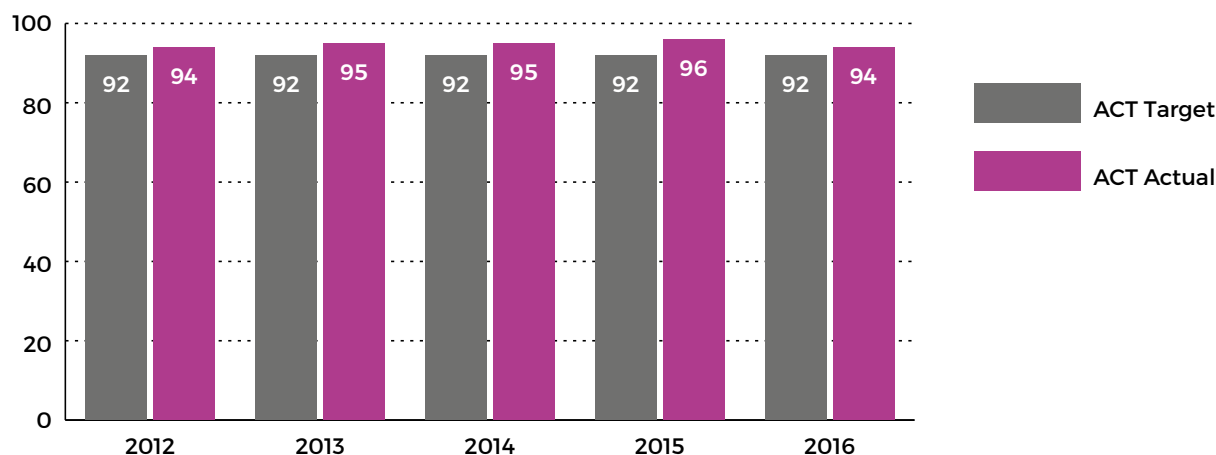
Information is regularly provided to the sector on the role of the CECA in supporting improvements in professional practice.

In late 2017, CECA will be hosting the *Collaborative Partnerships with Families and Communities* Symposium with a focus on developing strategic networks between the community and early childhood education and care services.

OUTCOMES

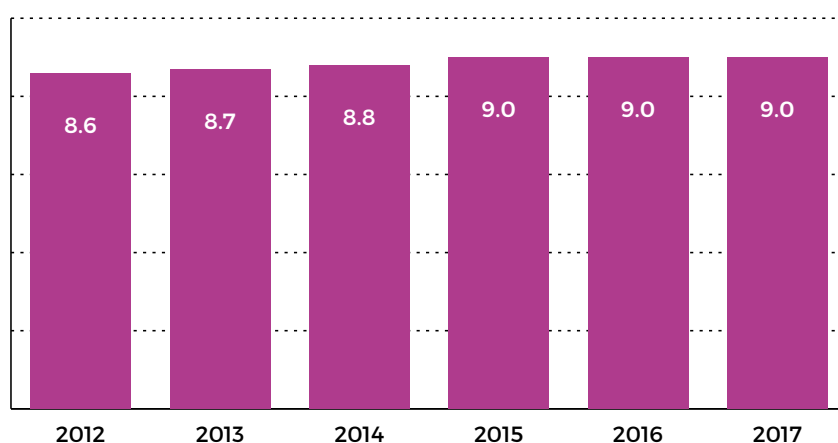
As a result of the Directorate's focus on the actions above to achieve inspirational teaching and leadership, the actual staff retention rate of the Directorate has gradually increased over the last five years. As shown in the below graphs, the Directorate has a target of 92 percent staff retention and an actual retention rate of 94 percent (Figure B2.7). By providing scholarships and professional learning, amongst other development opportunities, the Directorate has continued to retain quality teachers. The average number of years of employment with the Directorate steadily increased from 8.6 years in 2012 to 9.0 years in 2015 and has remained steady for the last two years (Figure B2.8). There are 3,357 teachers within the Directorate as at 30 June 2017 (not including casuals or school leaders).

FIGURE B2.7: STAFF RETENTION RATE MEASURED AS A PERCENTAGE, 2012 TO 2016



Source: ACT Education Directorate

FIGURE B2.8: AVERAGE NUMBER OF YEARS OF EMPLOYMENT WITH THE DIRECTORATE, 2012 TO 2017



Source: ACT Education Directorate



HIGH EXPECTATIONS, HIGH PERFORMANCE

Identified Action: Resource for student success through the implementation of the ACT Student Resource Allocation (SRA) Model.

During the reporting period, the implementation of the new needs-based funding model progressed, with each public school receiving a core funding component plus loadings relating to low socio-economic status and English as an Additional Language or Dialect.

The SRA model includes a number of loadings to support students from the following backgrounds:

- > Low socio-economic status;
- > English as an Additional Language or Dialect;
- > Aboriginal and Torres Strait Islander students; and
- > Students with Disability.

The low socio-economic status needs-based loading for ACT public schools is determined by a student family education and occupation index (SFI). The SFI combines parental education and occupation into a composite variable at the school level.

The review and implementation of a loading for students with English as an Additional Language or Dialect (EAL/D) was conducted and implemented into 2017 school budgets. The Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression is the framework that ACT public schools use to describe phases of English language acquisition for EAL/D learners.

Reviewing Aboriginal and Torres Strait Islander education in ACT public schools provided an opportunity for the Directorate to lead cultural change in the way schools meet the needs and aspirations of all Aboriginal and Torres Strait Islander students. A change to current Aboriginal and Torres Strait Islander education support will be implemented in 2018 based on a framework of building cultural integrity through relationships, high expectations, celebration, pedagogy and curriculum.

The development of the loading for Students with Disability continued throughout the 2016-17 financial year and is based on a strong policy and research foundation, informed by comprehensive consultation. The review will continue in 2017-18. This work aligns with recommendations from the Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour.

Approximately 83 percent of the total schools' budget has been reviewed and is being implemented under the Student Resource Allocation model. In 2016-17 schools transitioned smoothly to the implemented programs under the new funding model with minimal impact.

Throughout 2016, the School Operational Allocation (previously known as School Based Management) was designed and implemented into 2017 school budgets. The Schools Operational Allocation (SOA) provides cash funding to administer schools' operational costs – excluding staffing expenditure. The funding allocation is to meet the educational and school administration costs, including costs in relation to energy, water and sewerage, cleaning and minor maintenance.

Consultation on the new funding model is primarily undertaken through the SRA Principal Advisory Group. The Principal Advisory Group has 16 members from across ACT public schools, including representation from all school sectors and networks. The main objective of the Advisory Group is to ensure that schools' perspectives are reflected in strategic directions, project planning, policy development and shaping the design of the SRA Program.

Identified Action: Continuing negotiations with the Commonwealth Government around Education funding.

On 23 June 2017, the *Australian Education Amendment Bill 2017* (the Bill) was passed by the Federal Parliament. The Bill detailed the new Commonwealth education *Quality Schools* funding model and stipulates conditions of education financial assistance for the states and territories. The obligations for each state and territory are yet to be finalised. Further discussions around this matter are to be brought to the Council of Australian Governments (COAG) with the School funding and reform principles and regulations to be finalised in consultations with states and territories.

Identified Action: Ensure progress for every student through early identification of students requiring support.

The Directorate works in partnership with the Child Development Service, a section of the Child Development and Family Programs branch of the Community Service Directorate. Staff from the two directorates meet regularly to discuss how their work addresses the developmental needs of young children and how collaboration can ensure the services are working to respond to the needs of children in the ACT and their families.

The Directorate contributes funding for 1.8 full time equivalent staff to employ two early childhood teachers to work as part of the multidisciplinary team at the Child Development Service. The early childhood teachers coordinate Developing Kids Playgroups run at the Child and Family Centres at West Belconnen, Gungahlin and Tuggeranong, and at Holder. These playgroups provide a targeted program of play based sessions and also assist parents and caregivers by providing ideas to try at home to support their child's development. The program caters for children aged from 18 months to preschool with delays in their development and who are not eligible for support services through the National Disability Insurance Scheme (NDIS). The playgroup provides for families who may have difficulty engaging with mainstream services due to disadvantage or vulnerability. Facilitated by both allied health professionals and early childhood teachers, families experience an integrated service which also links to appropriate mainstream services, for example health and education. Children are enrolled for a term at a time and children and their families are supported by the early childhood teachers to transition to preschool. During 2016-17, 27 children were enrolled in the Developing Kids Playgroups.

The early childhood teachers also provide play activities for young children who attend the Mums and Bubs group at Winnunga Nimmityjah Aboriginal Health Service. Child Development Service allied health professionals also attend the group to support children and families and ensure early identification of children at risk of developmental delay and provide assessment and referral to the NDIS for young children requiring early intervention support services.

The Directorate also contributes funding for three full time equivalent psychologists who work as part of the multidisciplinary team at the Child Development Service. During 2016-17, these psychologists provided 91 comprehensive multidisciplinary autism assessments for children up to 12 years.

Where standardised developmental norms are required to inform assessment and planning for the needs of young children, the psychologists are able to conduct development assessments, usually using the Griffiths Scales of Child Development. Seventy-five developmental assessments were provided by psychologists at the Child Development Service during 2016-17.

The Education Directorate in collaboration with the Community Services Directorate (Child & Family Centres and the Child Development Service) are working towards the development of programs to support families with children who, in their early years, are displaying behaviours that may indicate that they do not have the requisite skills to engage with more formal learning, or who may be disengaging from school.

During 2016-17, educators from ACT public preschools in collaboration with Child and Family Centres and allied health staff from the Child Development Service, successfully trialled the 'Prep for Preschool' program at the West Belconnen Child and Family Centre to include children and families with complex and high needs. To assist with readiness for preschool, this program provided targeted small group sessions for children to support the development of their gross and fine motor, language, social and emotional skills and included concurrent parent information sessions.

As a result of the success of this program, 'Prep for Preschool' and a new 'Big School Ready' program will run across Canberra at the three Child and Family Centres with referral pathways supported through the Child and Family Centres, ACT public preschools and the Directorate's Network Student Engagement Teams.

Over the past 12 months, the Support at Preschool officers within the Network Student Engagement Teams have continued to work closely with National Disability Insurance Scheme funded early intervention providers and other early childhood education and care services to identify students who may require support at their transition to preschool.

Performance Indicators in Primary Schools (PIPS) assesses the early literacy and numeracy skills of students at the beginning of term 1 and the start of term 4 of kindergarten. The purpose is to explore literacy and numeracy skills students have when they start school so that appropriate learning programs are prepared and to assess progress later in the year. Teachers work with students one-to-one, in front of a computer to administer the assessment. Reports are provided for parents at the end of term 1 and term 4. Schools have access to online results and reports to assist with planning and teaching.

Identified Action: Implementation of *Schools for All* recommendations.

The Schools for All Children and Young People – report of the Expert Panel on Students with Complex Needs and Challenging Behaviour (the Expert Panel Report) was released on 18 November 2015. The ACT Government accepted all 50 recommendations and the Directorate commenced a three year program of cultural change – the *Schools for All Program*.

Over the past twelve months, the Program has focussed on implementing the 50 recommendations by developing and reinforcing a student-centred vision and bringing together the capabilities required to catalyse systemic and sustainable cultural change across the ACT education system. The program is being managed as a comprehensive program of works, to provide a cohesive and streamlined approach to delivery.

All three education sectors continue the shared vision and commitment to achieve an inclusive education system that caters to the diverse needs of all children and young people.

As of 23 May 2017, the Directorate has implemented 34 of its 49 recommendations, and the Catholic Education Office has closed 14 of 26 recommendations relevant to its school system. The Program continues to manage the remaining 15 recommendations for the Directorate and 12 for the Catholic Education Office.

Identified Action: Ongoing support of students with National Disability Insurance Scheme.

The Directorate has continued to work closely with the National Disability Insurance Agency (NDIA) and schools to assist the transition of our students into the National Disability Insurance Scheme (NDIS). Support with Personal Care in School (PCIS) and Special Needs Transport (SNT) are provided by the ACT Government as in-kind supports under the NDIS. The majority of our students receiving PCIS or accessing SNT have now applied to participate in the Scheme.

In July 2016, directorate staff completed assessments for 77 Year 12 students with disability to support the NDIA in determining their suitability for NDIS funded School Leavers Employment Support. As a result, 55 of these students were able to access a package of highly individualised NDIS funded supports to assist them to develop their employment skills and to foster employment sustainability.

Identified Action: Implementation of the *Aboriginal and Torres Strait Islander Whole of Government Agreement*.

The Directorate has taken a key focus on improving the cultural integrity of staff and students across the board. In 2017 all principals and Directors will undertake three days of intensive training over a six week period with Mr Scott Gorringer, Mr David Spillman and Mr Grant Sarra. The themes of the cultural integrity training include examining deficit discourse and assumptions, strategic cultural awareness and developing workplace based localised cultural action plans.

In 2016, the Directorate began implementation of the Reconciliation Action Plan, *Reconciliation – Keeping it Alive 2016-2018*. The purpose of the Directorate's Reconciliation Action Plan is to engage all employees in the creation of an organisational culture, enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, strengths and cultures through our common values.

The implementation priorities of *Reconciliation – Keeping it Alive in 2016-18* included the development of guidelines to engage all Directorate staff in reconciliation conversations using the postcard questions developed by the Reconciliation Working Group, and the commencement of developing cultural integrity goals for all staff through professional pathways plans and professional development plans. This has involved consultation with the Australian Education Union for the development of goals for teachers and principals.

The Directorate has worked in partnership with the Aboriginal and Torres Strait Islander Staff Network (Staff Network) over a period of 18 months to develop an Aboriginal and Torres Strait Islander Mentoring Program. The Staff Network identified potential mentors across the Directorate and offered them the opportunity to participate in the program by providing a brief biography for the mentee guidelines. Guidelines for mentors and mentees were developed based on the feedback and types of mentoring prioritised by the Staff Network.

The program is designed to allow Staff Network members to self select potential mentors based on need and to design the type of mentoring approach collaboratively. The program was launched on 5 April 2017 at the Hedley Beare Centre for Teaching and Learning, and provided a meet and greet opportunity for potential mentees and mentors.

Identified Action: Strengthen support for mental health and wellbeing in schools, including increasing school psychology capacity.

Under a Government election commitment, 20 additional school psychologists will be recruited over a four year period. The service will increase by an additional five full-time staff for the beginning of the 2018 school year and each year after that. The additional staff will enable resources to be targeted to areas of need and increase the focus on early intervention and prevention activities to intervene in mental health issues before they become established.

School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and are available to be accessed by all students, parents/carers and school staff in ACT public schools. School psychologists form an important part of the mental health and wellbeing approach within the school community by identifying and working with wellbeing and learning concerns early in the life of the problem, responding to an immediate crisis, referring to other specialist agencies and working with school staff to put in preventative strategies at the whole school level. Due to increasing demands of responding to immediate student concerns, the capacity of school psychologists to engage in early intervention and prevention strategies had reduced prior to the new commitment.

During 2016-17, 52 ACT public primary schools were engaged and actively participating in the *KidsMatter* program and 30 ACT public high schools and colleges were also engaged with *MindMatters*. These two programs are evidence-based Australian mental health and wellbeing frameworks that help take care of children's mental health needs.

The Directorate in partnership with the Community Services Directorate has also appointed a Child and Youth Protection Services Liaison Officer. This position was designed to support the collaboration and communication between the two directorates to ensure that the wellbeing of those children and young people involved in the out of home care system are better supported through their educational journey.

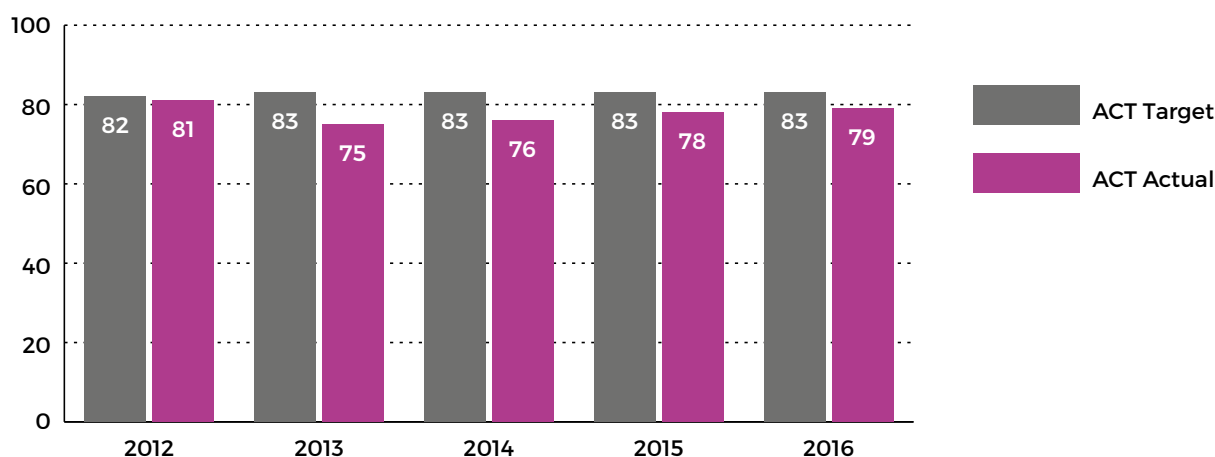
OUTCOMES

The actions above have worked together to achieve the Directorate's aims of setting high expectations and achieving high performance through meeting the learning needs of all students and identifying students requiring support early on in their learning journey. The Directorate uses a variety of indicators to measure its success in ensuring progress for every student, including student satisfaction, year 12 certification and destination outcomes, attendance, retention and individualised support for students accessing disability education.

The student satisfaction indicator is based on a survey of students from years 5 to 12 in ACT public schools, excluding students at specialist schools, conducted in August each year. In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate overall satisfaction rates.

Overall student satisfaction (across primary, high and college sectors) with the quality of education received at public schools has increased from 75 percent in 2013 to 79 percent in 2016 (Figure B2.9).

FIGURE B2.9: PERCENTAGE OF OVERALL STUDENT SATISFACTION WITH EDUCATION IN ACT PUBLIC SCHOOLS, 2012 TO 2016

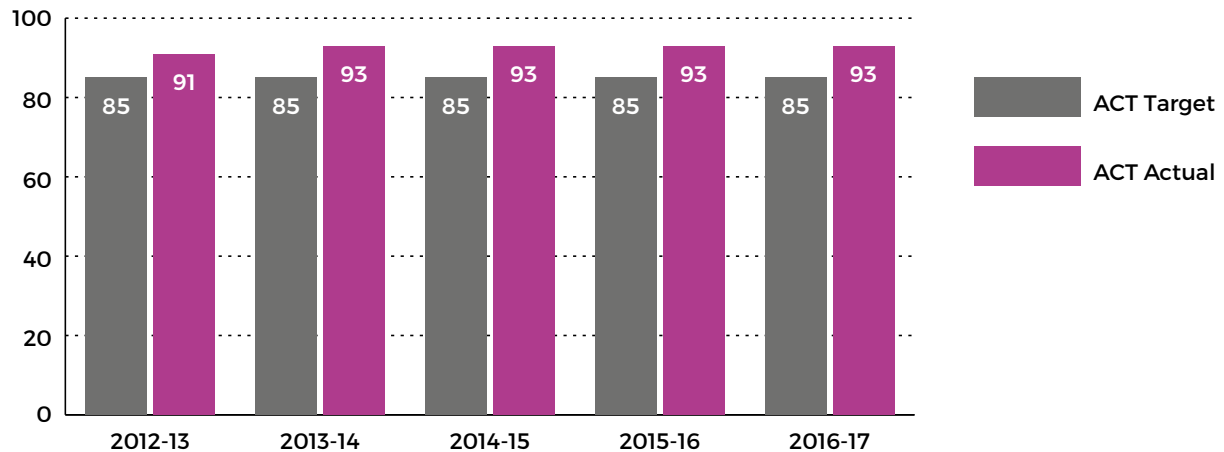


Source: ACT Education Directorate

An indicator of stakeholder confidence in public education is the retention of year 10 students in public schools to year 11 in public colleges. The percentage of year 10 students who proceed to public secondary college education reports the total number of year 10 students in public high schools, as at the August census, who enrolled in year 11 at public colleges as at the February census in the following year.

The percentage of year 10 students who proceeded to public secondary education has consistently exceeded the target over the last five years (Figure B2.10).

FIGURE B2.10: PERCENTAGE OF YEAR 10 STUDENTS WHO PROCEED TO PUBLIC SECONDARY COLLEGE EDUCATION, 2012-13 TO 2016-17



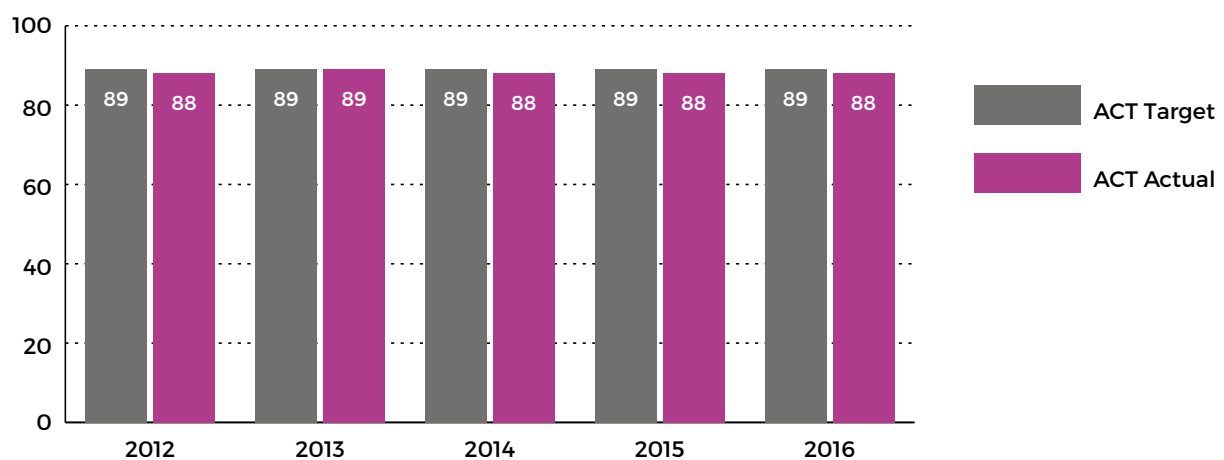
Source: ACT Education Directorate

YEAR 12 CERTIFICATION AND DESTINATION OUTCOMES

The Year 12 certification indicator is the number of students who meet the requirements of an ACT Senior Secondary Certificate, expressed as a percentage of year 12 enrolments. Estimates are calculated based on the number of students completing the requirements of the ACT Senior Secondary Certificate divided by the number of students enrolled in a year 12 program as at the ACT School Census in February each year.

The ACT public school certification rate for year 12 has remained stable over the last five years and in 2016 was just below the target of 89 percent (Figure B2.11).

FIGURE B2.11: PERCENTAGE OF YEAR 12 PUBLIC SCHOOL STUDENTS WHO RECEIVED AN ACT SENIOR SECONDARY CERTIFICATE, 2012 TO 2016



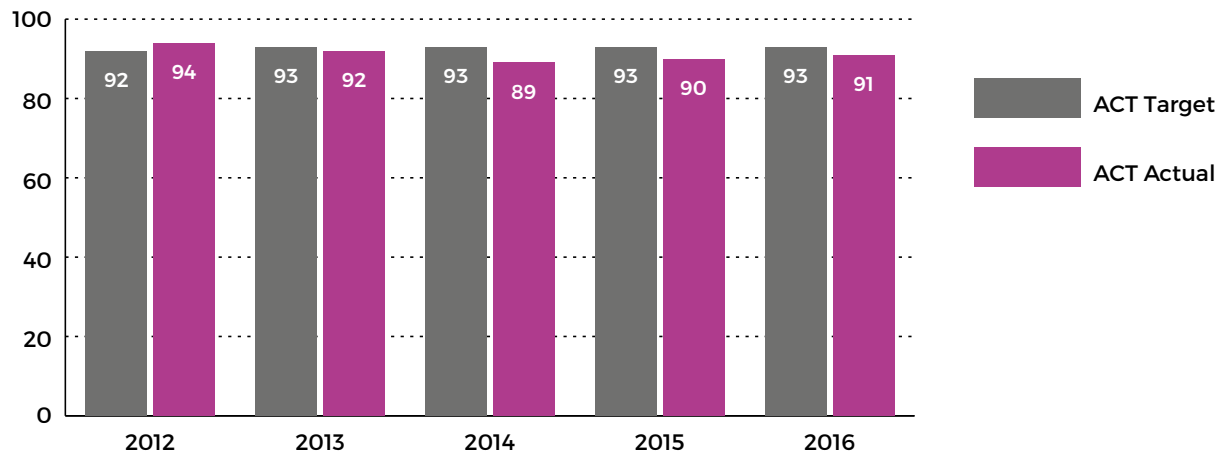
Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

ACT destination data are based on a survey of graduates who successfully complete an ACT Senior Secondary Certificate. Graduates from the previous year are surveyed in May of the reference year. The survey frame is drawn from the ACT Board of Senior Secondary Studies administrative records.

The percentage of public school year 12 graduates engaged in study or employment six months after completing year 12 has been stable at around 90 percent over the last five years (Figure B2.12).

The Directorate continues to develop programs and provides high quality teaching and learning facilities and opportunities to ensure that students are employed and/or studying after leaving school.

FIGURE B2.12: PERCENTAGE OF PUBLIC SCHOOL YEAR 12 GRADUATES STUDYING OR EMPLOYED SIX MONTHS AFTER COMPLETING YEAR 12, 2012 TO 2016

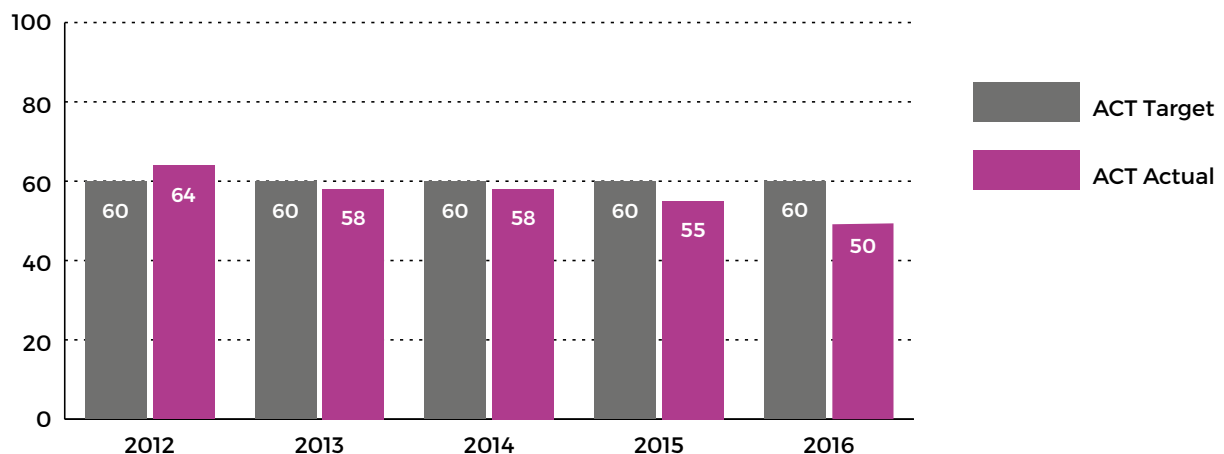


Source: ACT Education Directorate

The percentage of year 12 students receiving a nationally recognised vocational qualification is the number of year 12 students who completed year 12 and achieved a vocational qualification, or equivalent, divided by the total number of students enrolled in year 12 at the February census of a given year. A nationally recognised vocational qualification (Certificate of Statement of Attainment) is awarded to a student who has achieved one or more units of competence in a nationally endorsed Training Package or Course, under the Australian Qualification Training Framework.

The reduction in numbers of ACT students receiving a nationally recognised vocational qualification in 2016 was due to reductions in the number of students undertaking a vocational qualification (Figure B2.13). As reported in Section B1, this is consistent with national trends for vocational education and training (VET) in Schools, which showed a small decrease in student numbers in 2016, but a general upward trend in student numbers over the past 20 years.¹

FIGURE B2.13: PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED A NATIONALLY RECOGNISED VOCATIONAL QUALIFICATION, 2012 TO 2016

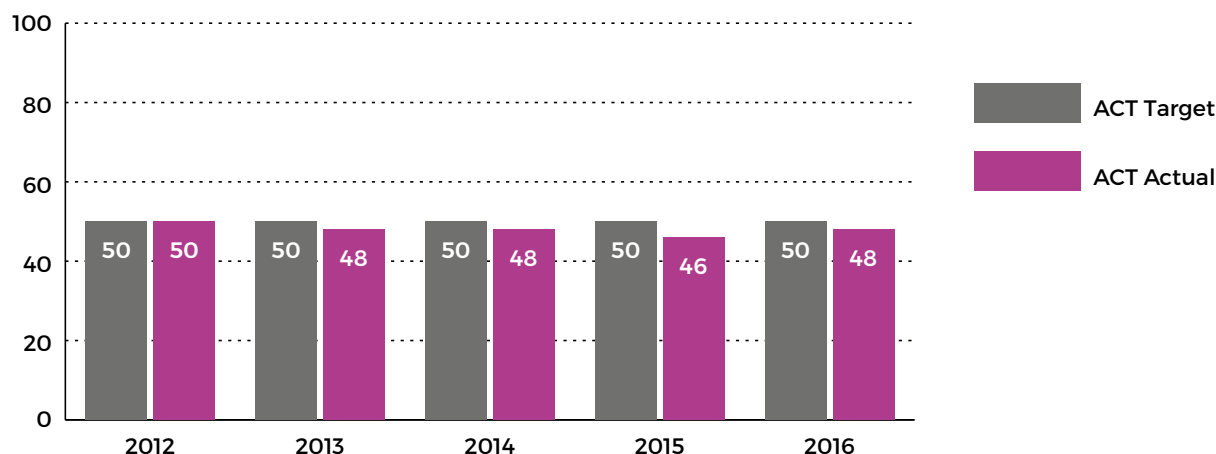


Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

¹ National Centre for Vocational Education Research, *Future bright for quality VET in Schools studies*, 1 September 2017.

The percentage of year 12 students receiving a Tertiary Entrance Statement is the number of year 12 students who completed year 12 and achieved a Tertiary Entrance Statement, divided by the total number of students enrolled in year 12 at the February census of a given year. The percentage of all ACT students receiving a Tertiary Entrance Statement has remained relatively stable over the last five years, and was just below the target in 2016 (Figure B2.14).

FIGURE B2.14: PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED A TERTIARY ENTRANCE STATEMENT, 2012 TO 2016



Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

ATTENDANCE

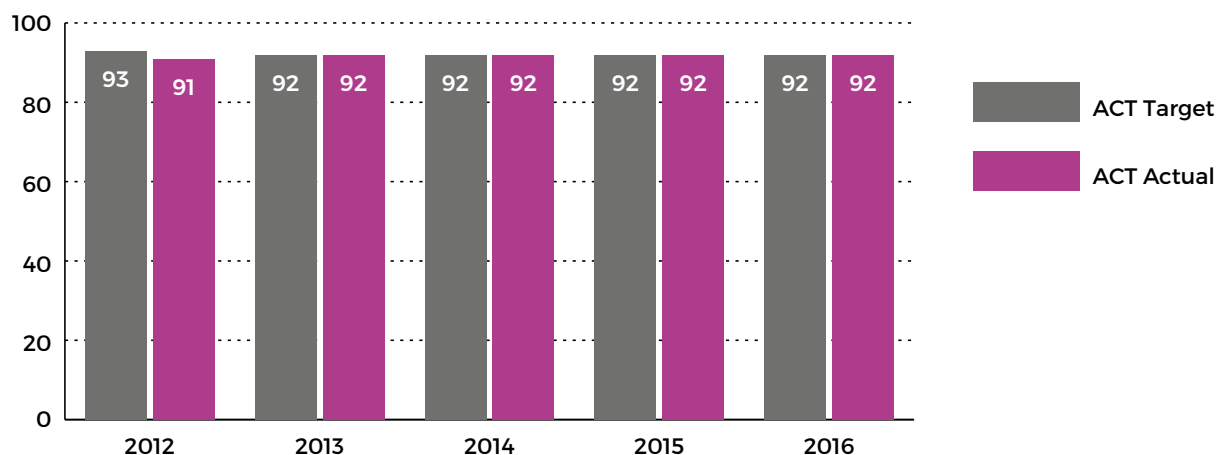
The student attendance rate is the number of actual full-time equivalent student-days attended by full-time students in years 1 to 10 as a percentage of the total number of possible student-days over the period.

A data quality statement on this measure can be obtained from the 'Report on Government Services' page of the Australian Productivity Commission website at

<http://www.pc.gov.au/research/ongoing/report-on-government-services>

The attendance rate of students in ACT public schools has been above 91 percent over the last five years (Figure B2.15).

FIGURE B2.15: ATTENDANCE RATE OF PUBLIC SCHOOL STUDENTS YEARS 1 TO 10, 2012 TO 2016



Source: ACT Education Directorate

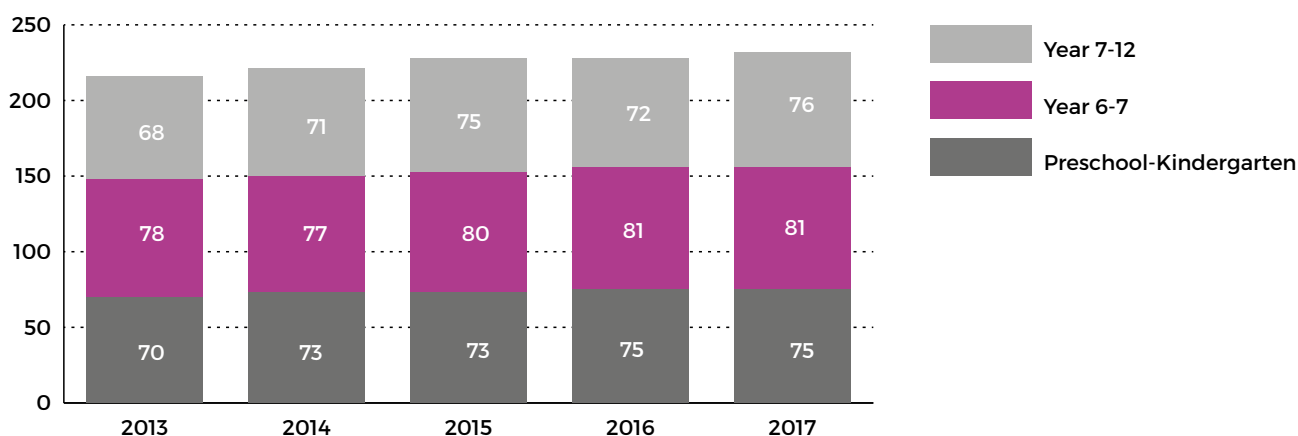
REAL RETENTION

The real retention rate for preschool to kindergarten, year 6 to year 7 and year 7 to year 12 represents the number of children continuing in public education (at the February school census of a given year) as a proportion of the number of children enrolled in the prior year level (at the August school census).

The proportions of students continuing in public education from preschool to kindergarten, year 6 to year 7 and year 7 to year 12 have increased between 2013 and 2017 (Figure B2.16). Real retention is affected by a number of factors including but not limited to:

- > migration out of the ACT;
- > inter-sector (affiliation) transfer;
- > children of diplomats and short term international exchange students returning to their place of origin; and
- > students progressing at a faster or slower than expected rate of one grade a year.

FIGURE B2.16: REAL RETENTION RATES IN PUBLIC SCHOOLS FROM PRESCHOOL TO KINDERGARTEN, YEAR 6 TO YEAR 7 AND YEAR 7 TO YEAR 12, 2013 TO 2017



Source: ACT Education Directorate

DISABILITY EDUCATION

An Individual Learning Plan (ILP) outlines the learning goals and the required educational adjustments for students with disability. Each student who accesses a disability education program is required to have an ILP developed and reviewed annually.

The percentage of ILPs completed for students in specialist and mainstream schools who access disability education services represents the number of ILPs completed divided by the number of students accessing disability education programs. Data is obtained from a survey of schools conducted in term 2. 'Completed' means the ILP has been developed and is guiding classroom teachers in the delivery of the student's educational program. 'Disability education services' are programs provided to students who meet ACT Student Disability criteria. Programs include: Specialist School, Inclusion Support Program, Learning Support Centre, Learning Support Unit, Learning Support Unit – Autism, and Hearing and Vision Itinerant Teams.

The percentage of ILPs completed has remained relatively stable between 2012 and 2017 (Figure B2.17), while the number of students accessing disability education programs at the time of the ILP audit has increased from 1,904 to 2,250 over this time. Completion rates for ILPs are affected by a number of factors including but not limited to:

- > students new to the disability program or school;
- > alternative plans in place that better identify student needs and adjustments required, eg medical plans or personal care plans;
- > low attendance; and
- > parent/student request.

FIGURE B2.17: INDIVIDUAL LEARNING PLANS COMPLETED FOR STUDENTS IN SPECIALIST AND MAINSTREAM SCHOOLS WHO ACCESS DISABILITY EDUCATION SERVICES, 2012 TO 2017



Source: ACT Education Directorate



CONNECTING WITH FAMILIES AND THE COMMUNITY

Identified Action: Facilitate a community conversation to inform the Government's strategy for the *Future of Education*.

In February 2017, the Minister for Education and Early Childhood Development, Ms Yvette Berry MLA, made a statement in the ACT Legislative Assembly committing to the development of a strategy for the future of education in the ACT. This stems from the Government's fundamental belief that every child deserves a great education and the life chances which flow from it.

The strategy will reflect extensive community engagement throughout all stages of development, with a strong commitment to include everyone in the conversation. The conversation will take a phased approach and think beyond schools, towards education within a community context. The conversation design places the education system in a broader context which also includes health, community services, early childhood, as well as other services within the human services cluster. This is to ensure an authentic conversation about education.

The strategy will acknowledge enhanced equity as a constant focus and be strongly tied to the importance of access to quality early childhood education and care.

Identified Action: Strengthen the relationship with the Community Services Directorate with an emphasis on the *Respectful Relationships Programs*, streamlined referral processes and community support services.

The Directorate has worked with other Australian jurisdictions to provide access to quality respectful relationships curriculum resources for schools. Resources in this area support students to develop personal and social capability as they learn to understand themselves and others, manage their relationships, recognise and regulate their emotions, develop empathy for others, and establish and build positive relationships.

In 2016, the Community Services Directorate and the Education Directorate collaborated on a pilot program, *Preparedness for Preschool*. Over four weeks, the program provided a supported preschool experience for children with identified vulnerabilities, and a concurrent parenting program with access to a Child and Family Worker and early intervention therapists. The pilot program delivered positive benefits for parents and children, including confidence and skills to engage with learning at home and school, reduced anxiety about starting school, early identification of possible developmental concerns and linking with appropriate intervention services. In 2017, the program will be rolled out across the four school networks.

In 2016-17, the Community Services Directorate and the Education Directorate continued to deliver the ACT Koori Preschool Network Initiative. Two Early Years Engagement Officers, based at the Child and Family Centres, visit each Koori Preschool weekly and support parental engagement in children's learning, improved enrolment and attendance rates, and effective transitions from preschool to kindergarten. The Early Years Engagement Officers facilitate referrals between the Koori Preschool Program and the Child and Family Centres, engaging families in community support services and actively supporting preschool enrolment for Aboriginal and Torres Strait Islander children. Early Years Engagement Officers and Koori Preschool educators attend joint professional learning events each semester. At June 2017, enrolment and attendance rates at the Koori Preschool Program had increased since June 2016.

The ACT Koori Preschool Network Initiative is partly funded by the Australian Government under its Indigenous Advancement Strategy.

Identified Action: Implement *Supporting Parents Plan*.

As discussed above, the Directorate is working on development of an Early Childhood Strategy which will provide the means for delivering on some of the actions to implement the *Supporting Parents Plan*, including the development of a pilot program to provide after hours care to ACT Government preschool students.

Throughout 2017, high schools have worked with their student body, school board and school community to design and develop a school uniform that reflects the unique identity and culture of the school.

Work to develop resources for parents to further promote E-safety in schools and to further support parental engagement initiatives will be progressed in future Budget years.

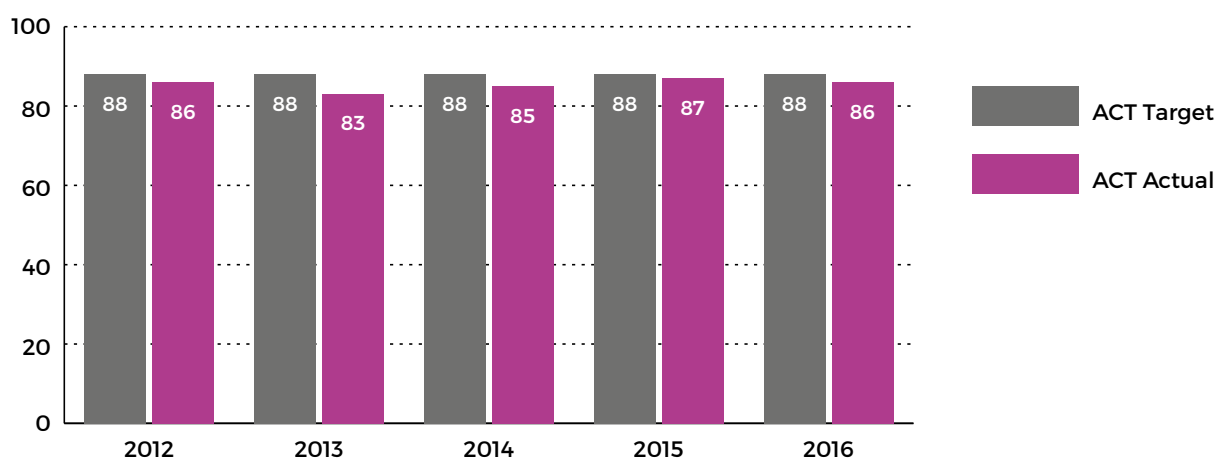
OUTCOMES

As outlined above, the Directorate has been giving priority to strengthening relationships with parents and the community. The Directorate uses several indicators to measure its success in engaging with parents and the community, including parent and carer satisfaction around enrolments.

Parent and carer satisfaction is based on a survey in August each year of parents and carers of students attending public schools. In determining overall parent and carer satisfaction, the question ‘Overall I am satisfied with my child’s education at the school’ is used. Responses are collected on a five point scale with only statements of ‘agree’ or ‘strongly agree’ being used to calculate overall satisfaction rates.

The data below (Figure B2.18) indicates that there was a high level of parent and carer satisfaction with the education provided at public schools over the last five years. The level of overall satisfaction was stable over the last five years from 2012 to 2016, with 2016 performance of 86 percent being just below the target of 88 percent.

FIGURE B2.18: OVERALL SATISFACTION OF PARENTS AND CARERS WITH THE EDUCATION PROVIDED AT ACT PUBLIC SCHOOLS, 2012 TO 2016

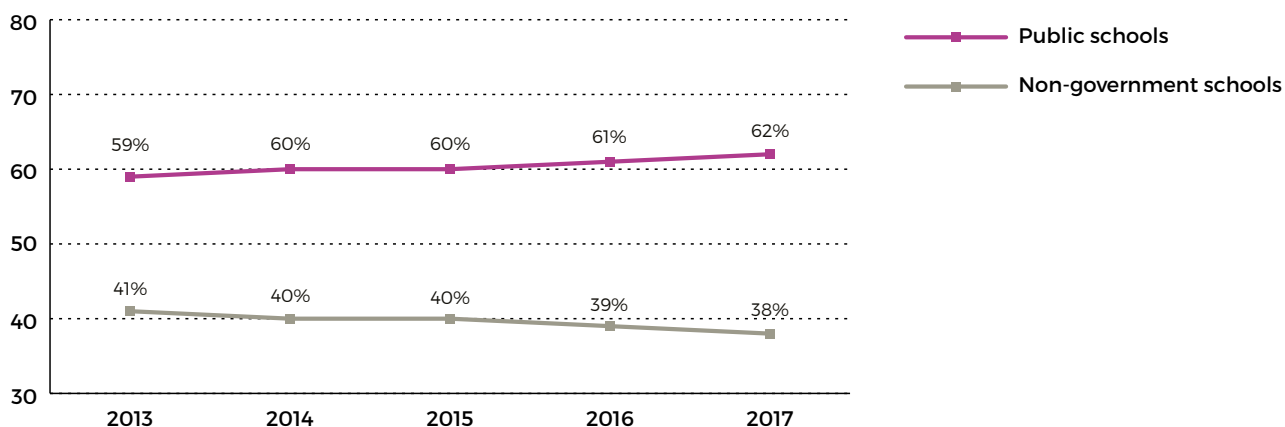


Source: ACT Education Directorate

The proportion of school enrolments by school sector includes all students enrolled from preschool to year 12 in all ACT schools, including specialist schools, at the February census of a given year.

ACT public schools continued to enrol the majority of students. ACT public school enrolments as a proportion of overall ACT enrolments has shown a small but steady increase from 2013 to 2017 (Figure B2.19).

FIGURE B2.19: PROPORTION OF SCHOOL ENROLMENTS, 2013 TO 2017

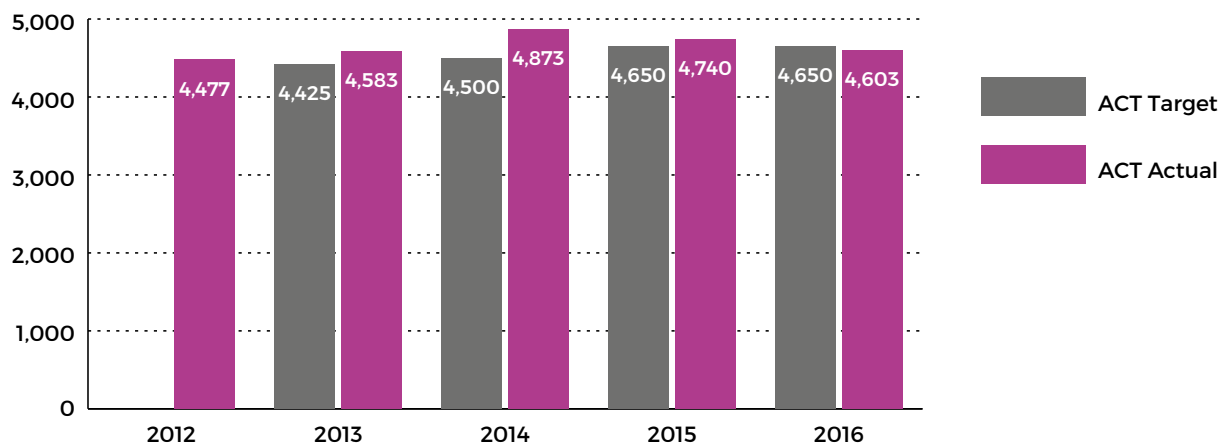


Source: ACT Education Directorate

The number of preschool enrolments in ACT public schools in the August census of a given year includes students who were attending a preschool program at a specialist school and/or as early entry students.

Preschool enrolments in ACT public schools increased from 2012 to 2014, but have shown a decline from 2014 to 2016 (Figure B2.20).

FIGURE B2.20: NUMBER OF ENROLMENTS IN PRESCHOOL IN PUBLIC SCHOOLS, 2012 TO 2016

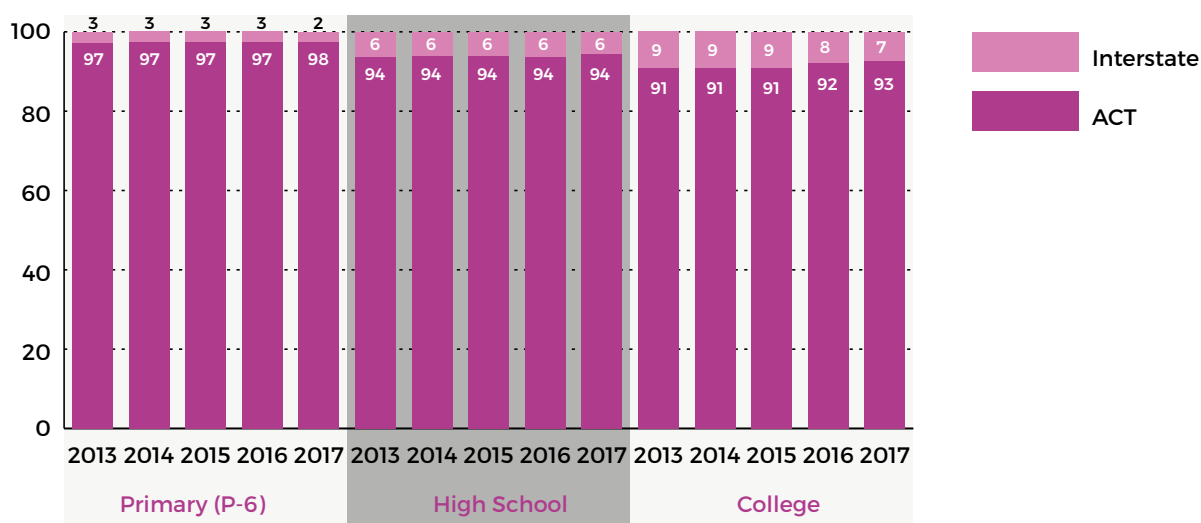


Source: ACT Education Directorate

INTERSTATE STUDENTS IN ACT PUBLIC SCHOOLS

Interstate enrolments in ACT public schools have fallen from 4.6 percent in 2013 to 3.9 percent in 2017. Interstate enrolments in ACT public primary schools (years P-6) have remained consistent at approximately 2.5 percent of total enrolments for the past five years. High school enrolments (years 7-10) of interstate students decreased from 6.4 percent to 5.7 percent of total enrolments between 2012 and 2017, while the proportion of interstate college enrolments has decreased from 9.1 percent in 2012 to 7.3 percent in 2017 (Figure B2.21).

FIGURE B2.21: COMPARISON OF ACT AND INTERSTATE ENROLMENTS IN ACT PUBLIC SCHOOLS, 2013 TO 2017



Source: ACT Education Directorate

INTERNATIONAL EDUCATION

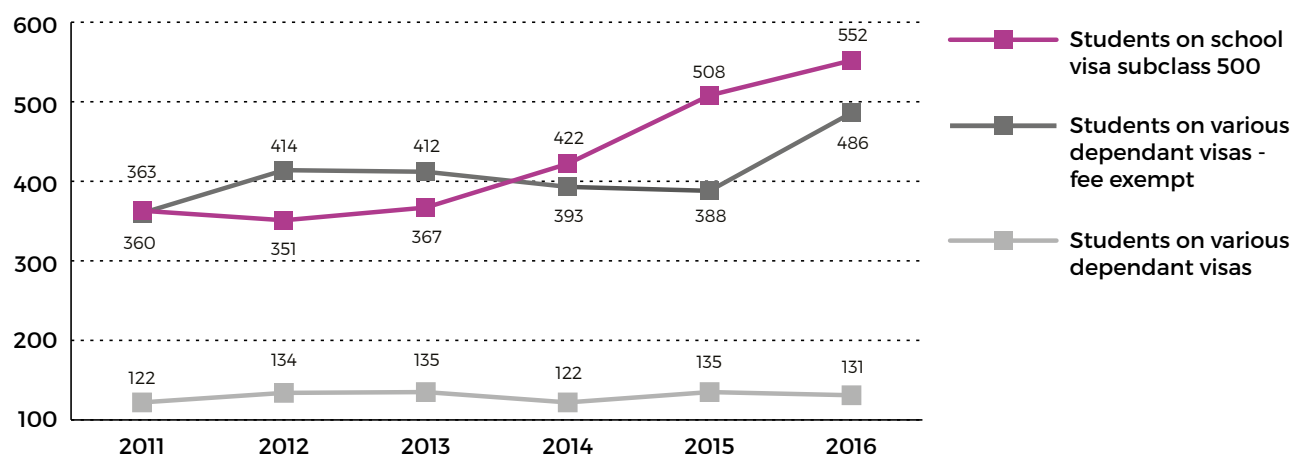
International students are non-citizen or non-permanent Australian residents who currently attend ACT public schools. The headcount of international students attending ACT public schools is reported for each calendar year.

There are two main categories of international students studying in ACT public schools: students on a School Sector Student Visa Subclass 500; and students who are the dependants of temporary residents who hold various work or study visas.

The payment of tuition fees for the dependants of temporary residents is dependent upon their parents' visa subclass, with 80 percent of dependants exempt from paying tuition fees in ACT public schools. As their parents are the principal visa holders, dependent children of temporary residents generally enrol onshore.

Over the past five years, there has been steady growth in the numbers of students holding a School Sector Student Visa Subclass 500, with a nine percent increase in student numbers between 2015 and 2016 (Figure B2.22). The numbers of fee paying students studying in ACT public schools as dependants on their parents' visa has largely remained static over the past six years. The number of dependants who are fee exempt from international student tuition fees increased by 25 percent between 2015 and 2016.

FIGURE B2.22: FULL FEE PAYING AND FEE-EXEMPT INTERNATIONAL STUDENTS IN PUBLIC SCHOOLS, 2011 TO 2016



Source: ACT Education Directorate



BUSINESS INNOVATION AND IMPROVEMENT

Identified Action: Improve use of data to inform school performance.

There were a number of developments through the year to improve the use of data to inform school performance. These included changes to the online enrolment form to collect data on early childhood experiences prior to preschool. The provision of data to schools for their use has been improved by an upgrade to the School Data Tool so that more, and more relevant, data on school performance can be delivered more effectively. The Directorate has created a spatial capability to enable spatially enabled data to be used for planning and for other purposes. The provision of NAPLAN related data to stakeholders has been improved through the development of products to demonstrate student growth over time. A flexible school reporting template was implemented in ACT public schools for the reporting of student achievement in 2016.

There were a number of developments through the year to improve the use of data to inform school performance. These developments included changes to the online enrolment form to collect data on early childhood experiences prior to preschool. The provision of data to schools for their use was improved by an upgrade to the School Data Tool so that more, and more relevant, data on school performance can be delivered more effectively. The Directorate has created a capability to enable spatially enabled data to be used for planning and for other purposes. The provision of NAPLAN related data to stakeholders was improved through the development of products to demonstrate student growth over time. A flexible school reporting template was implemented in ACT public schools for the reporting of student achievement in 2016. Directors, School Improvement have increased their use of data in informing discussions with school leaders about school performance and school improvement. Directors, School Improvement use system data on school performance and improvement to inform what they deliver to school leaders and teaching staff.

Identified Action: Implement the *School Administration System*.

Configuration and testing has commenced on the new School Administration System (SAS) with the signing of a contract with SMS Consulting Pty Ltd in September 2016. Six schools across all levels of education have assisted in the initial configuration of the SAS system and have commenced testing. Initial functionality will include attendance, timetables, calendars and student records. Initial implementation is expected to commence in all ACT public schools in 2018. Further functionality will be released throughout 2018 including assessment, wellbeing, finance, communication (including with parents), learning management and full migration of active student records from old systems.

Identified Action: Plan for and deliver new, expanded and upgraded education facilities to meet current and future needs.

The Directorate has expended \$19.543 million during 2016-17 to deliver many infrastructure and capital works improvements, including classroom upgrades totalling \$2.6 million. Infrastructure and capital works projects have included:

- > commenced the detailed design development for the new North Gungahlin P-6 School in the suburb of Taylor;
- > completed the detailed design development for Stage 2 of the modernisation works at Belconnen High School. Commenced the physical works at the site in June 2017 to provide major refurbishments of student learning and teaching spaces, further outdoor works and the creation of a new school administration and main entry area;
- > commenced Stage 2 of a two stage upgrade project at The Woden School. Works in 2016-17 included the design of a new college building which will be constructed in 2017-18;
- > commenced expansion works at Amaroo School which will include learning spaces for an additional 300 students and an expanded gymnasium;
- > completed the expansion of Harrison School with the construction of a two-storey learning space for 200 students;
- > expanded Neville Bonner Primary School by installing four transportable learning spaces and converting kindergarten spaces to additional preschool spaces;
- > delivered a transportable preschool building to Palmerston District Primary School;
- > upgraded sensory and withdrawal spaces to 35 schools as part of the *Schools for All* program;
- > completed the design and commenced construction of the Caroline Chisholm School Centre for Innovation and Learning located on the senior campus; and
- > completed the new Melrose Football Precinct at Melrose High School which was officially opened for the commencement of the 2017 school year in partnership with Active Canberra. The facility includes a new synthetic FIFA standard football facility, pavilion, natural grass oval and upgraded hardcourts.

Schools have also been undertaking work throughout 2016-17 to develop their expertise in learning space design. While the modernisation works at Belconnen High School and the Caroline Chisholm School Centre for Innovation and Learning are two examples, this work does not always require the construction of new spaces. It has also involved more flexible use of existing learning spaces, so that they can be configured in a number of ways to suit specific learning experiences and innovative teaching methods. Schools are engaging in pedagogy research on how to adjust spaces to become multidisciplinary and communal environments, which are well-adapted to modern technologies, encourage creativity and engage with students' diverse learning needs and capabilities.

Identified Action: Make tablet/notebook devices available to every public high school and college student.

This initiative will provide a device for every child in years 7-11 across ACT public schools, commencing in 2018. To guide the initiative, the Minister commissioned a School Education Advisory Committee to examine best practice and recommend directions for implementing this project as reported in Section B1. The Committee's report was delivered in mid-June. The main recommendation included bringing forward the delivery timeframe to deliver a device to every year 7 to 11 student in term 1 2018 to ensure ease of implementation in schools and improved equity of access. The Committee also recommended extending the established Google Chromebook service in schools as this would continue to build on the best practice implementation in ACT public schools and provide continuity for staff and students.

In addition, 3,070 laptops were supplied in 2016-17 to all full-time-equivalent teaching staff and \$1.5 million was supplied to schools to purchase shared student devices. To ensure reliability and access for these new devices, the Directorate partnered with Shared Services ICT and installed 1,017 wireless access points in ACT public schools in 2016-17. All secondary schools' internet bandwidth was upgraded to 10 G Bits/sec to ensure connectivity in preparation for expected future demand.

Identified Action: Meet targets of sustainability initiatives.

To meet its targets against sustainability measures, the Directorate implemented energy and water conservation measures across schools including:

- > renewal of digital water loggers at 60 schools;
- > integration of energy performance criteria into school Heating, Ventilation and Cooling contracts;
- > building envelop upgrades targeting improved thermal comfort including the installation of airlocks at Hughes Primary School, and glazing upgrades at two schools;
- > upgrade and refinement of building heating, ventilation and cooling systems and components targeting improved operational efficiency at two sites;
- > upgrade of external and carpark lighting at Hedley Beare Centre for Teaching and Learning; and
- > conducted energy audits at 16 schools to identify energy conservation measures for implementation in 2017-18.

To date the Directorate has secured a total of \$4.925 million for a number of energy conservation projects since the Carbon Neutral Government Fund opened to directorates in 2012-13. In 2016-17 the Directorate commenced \$2.314 million of works from the Carbon Neutral Government Fund. Projects included:

- > upgrade of the building management system at Erindale Education and Recreation Complex; and
- > completion of LED lighting upgrades at 20 schools.

To encourage active transport, the Directorate designed and commenced construction of end of trip and school bicycle storage facilities at four schools. The Directorate commenced implementation of its Sustainable Transport Strategy including offering two electric bikes for commuting to work related activities for Education Support Office staff. The Directorate also replaced five diesel vehicles with hybrid vehicles to improve fuel efficiency of the vehicle fleet.

To improve the sustainability performance of future schools, energy and sustainability standards were included in the Sustainable Development of Public School Facility Output Specifications. The Output Specifications for preschool to year 6 schools were endorsed on 28 June 2017. The Output Specifications target a 30 percent improvement in the energy efficiency of new school facilities above that required by the Building Code of Australia.

A comprehensive overview of sustainability performance is provided in Section B9.

Identified Action: Support Transport Canberra and City Services (TCCS) Directorate to improve road safety around schools.

Parking and traffic safety around schools continues to be supported through collaboration between schools, TCCS and the Education Directorate. The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth line marking, dedicated school crossings and traffic islands.

Traffic and safety improvements include projects such as improved crossing at Lyneham Primary School, improvements to disabled parking, safety improvements at Gold Creek School and many other enhancements. During 2016-17, the projects included:

- > completing construction works to improve the car park at Turner Primary School;
- > relocating the disabled spaces at Taylor Primary School in term 1 2017 with a new compliant design; and
- > undertaking works at Lyneham Primary School, including additional line markings, bollards, the remediation of the path leading onto the pedestrian crossing on Brigalow Street, and implementing strategies that better support education and enforcement initiatives around the school.

Identified Action: Schools to develop evidence-based improvement strategies and school network sharing best practice.

As part of developing the Student Resource Allocation (SRA) model, a review of Aboriginal and Torres Strait Islander education, including extensive research and consultation, was undertaken in 2016.

In response to the evidence provided through this review, the Directorate has developed a policy framework to address the policy intent: “Schools that meet the needs and aspirations of Aboriginal and Torres Strait Islander students.”

This new policy intent is a deliberate shift away from the deficit discourse toward a more strengths-based approach and includes a focus on:

- > embedding a whole school approach to school cultural integrity development;
- > engaging and developing relationships with students, families and the community;
- > celebrating and promoting success of Aboriginal and Torres Strait Islander students; and
- > implementing curriculum and programs relevant to students so that they can ‘see themselves’ in their learning.

As part of schools’ ongoing school improvement journey, the Directors of School Improvement support schools in identifying areas for development and continuous improvement. To complement this work, the Directors of School Improvement have taken a more collaborative approach to their way of working. The five Directors of School Improvement have visited three schools together to develop a common understanding of best practice and expectations. In addition, the Directors of School Improvement provide detailed feedback through immersion visits and learning ‘walks and talks’.

In August 2016, the Directorate hosted the Engaging Schools Summit which was attended by over 160 teachers, principals and Student Leaders. During the Summit, Schools and Education Support Office leaders presented 10 showcase sessions on best practice and engagement strategies to support all learners to become engaged and integral members of their learning community.

OUTCOMES

EDUCATION AND CARE SERVICES

Assessment and ratings completed within legislated timeframes

This indicator measures the percentage of quality assessment and ratings of education and care services completed by Authorised Officers within legislated timeframes.

Under the *Education and Care Services National Law (ACT) Act 2011* the legislated timeframe between the assessment visit and the issue of the final report and rating notice is within 60 days.

Authorised Officers from CECA conduct assessment and rating of services against the National Quality Standard. The process meets statutory requirements and a national approach to the assessment and reporting of the quality of education and care services across a variety of service settings.

The target of assessment and ratings completed within legislated timeframes for the 2016-17 financial year was 100 percent. The result for the financial year was 98 percent.

The result for the outcome is determined by calculating the number of assessment and rating cycles in which the final report and rating notices were issued within the legislated timeframe. The final report and rating notice sent date must fall within the reporting timeframe. The number of assessment and rating cycles conducted to completion during the time period 1 July 2016 to 30 June 2017 was 65. A total of 64 were completed within the legislated timeframe.

The number of assessment and ratings completed in the 2015-16 financial year was 111. The number completed within the legislated timeframe was 108. This resulted in 97 percent achievement against a target of 100 percent.

Annual compliance audit is delivered in full

This is a new indicator in 2016-17, which measures the percentage of compliance audits undertaken for the purpose of a minimum target number established by the Directorate's Senior Executive Team for the 2016-17 financial year. A formal letter from the Director Early Childhood Policy and Regulation to the Senior Executive Team of the Education Directorate stipulates the number of compliance audits to be undertaken in the financial year for the purposes of this indicator.

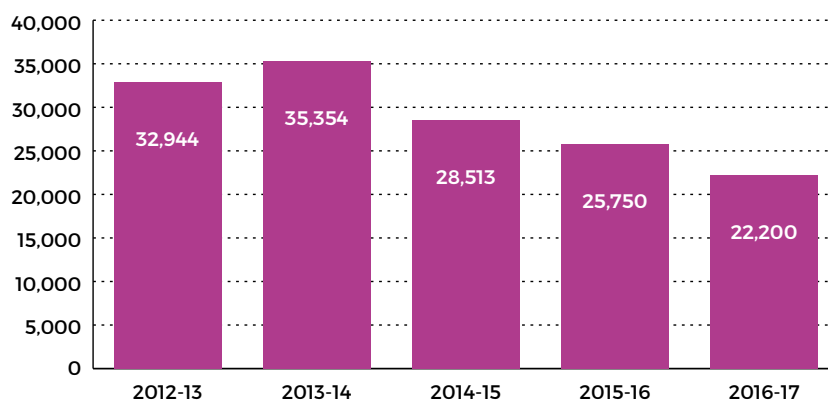
A scheduled audit of an education and care service is conducted against the minimum requirements of the *Education and Care Services National Law (ACT) Act 2011*. The target of compliance audits to complete for 2016-17 was 36 (100 percent target). A total of 36 compliance audits were conducted, resulting in 100 percent compliance with the target number.

SCHOOL PORTFOLIO CARBON EMISSIONS

Carbon emissions across the school portfolio are derived from gas and electricity energy consumption. The Directorate's priority in managing its carbon emissions is informed by the strategic pathway outlined in *AP2: A new climate change strategy and action plan for the Australian Capital Territory* and the Carbon Neutral ACT Government Framework.

The Directorate, in line with the Carbon Neutral ACT Government Framework, is committed to reducing its carbon emissions. The Directorate's Resource Management Plan (RMP) provides a strategic pathway for the achievement of the Directorate's carbon reduction target (Carbon Budget Target). In 2016-17 school based carbon emissions continued a downward trend (Figure B2.23). A reduction in the ACT Carbon Emission Factor for electricity combined with progressive improvements in energy efficiency across the school portfolio have permitted the downward trend despite annual growth in school gross floor area (GFA). Growth in GFA in 2016-17 reporting period included the addition of Caroline Chisholm School – Senior Campus: STEM building and extensions at Amaroo School and Harrison School (equivalent to a 3.85 percent increase in GFA from 2015-16 to 2016-17).

FIGURE B2.23 SCHOOL PORTFOLIO CARBON EMISSIONS (TONNES), 2012-13 TO 2016-17

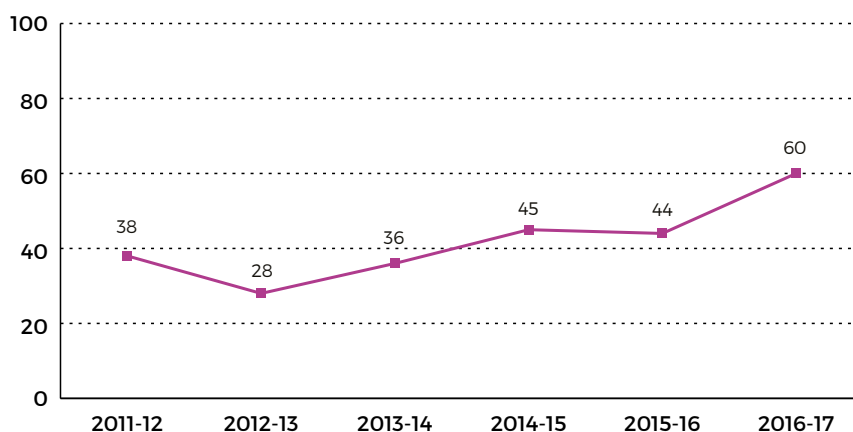


Source: ACT Education Directorate

FREEDOM OF INFORMATION

The Directorate, in line with ACT Government policy, is committed to making government decisions transparent through Open Government initiatives. The Freedom of Information (FOI) process is a mechanism allowing the community to access information held by the Directorate. The number of new FOI requests in a financial year increased from 38 in 2011-12 to 60 in 2016-17 (Figure B2.24). The requests received in 2016-17 comprised 20 from Members of the Legislative Assembly, five from Media and 35 from other sources, the majority of which were for access to personal records.

FIGURE B2.24: NUMBER OF NEW FOI REQUESTS, 2011-12 TO 2016-17



Source: ACT Education Directorate

NON-GOVERNMENT EDUCATION

The Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Government grants.

In 2016-17, the Directorate met all of its targets for non-government education:

- > ensured all non-government schools operating in the ACT during the reporting period were registered;
- > completed provisional registration of all home educated students within 10 school days of the receipt of the application; and
- > paid all grants within the required seven business days of receiving funds from the Commonwealth Government.

During the reporting period:

- > one non-government school (Communities@Work Galilee School) was registered at an additional campus;
- > two former additional campuses of Good Shepherd Primary School (Mother Teresa School and St John Paul II College) were provisionally registered for two years as schools in their own right;
- > six Catholic systemic schools (St Anthony's Parish Primary School, St Clare of Assisi Primary School, St Clare's College, St Francis of Assisi Primary School, St John Vianney's Primary School and St Matthew's Primary School) were registered for five years;
- > four independent schools (Canberra Girls Grammar School, Canberra Montessori School, Covenant Christian School, Marist College Canberra) were registered for five years;
- > Orana Steiner School's registration was renewed for two years;
- > Islamic School of Canberra's registration was renewed for 2017 only; and
- > Taqwa School was registered for kindergarten to year 3 for 2017 only.

B3. SCRUTINY

AUDITOR-GENERAL REPORT NO. 6/2016 MANAGEMENT AND ADMINISTRATION OF CREDIT CARDS BY ACT GOVERNMENT ENTITIES

GOVERNMENT RESPONSE PROVIDED OUT OF SESSION SEPTEMBER 2016 (TABLED 13 DECEMBER 2016)

Recommendation	Action	Status
<p>1. ACT Government entities should review the allocation of ACT Government credit cards and determine if cards not being used should be rescinded.</p> <p>Government Response – Agreed</p> <p>Entities will annually review the allocation of ACT Government credit cards.</p>	<p>The Education Directorate Credit Card Administrator monitors credit card usage and investigates if credit cards are not being used. Strategic Finance undertakes an annual review of credit card activity as well the delegate reviewing a monthly acquittal for each card. When credit card holders go on extended leave, change positions or leave the Directorate cards are cancelled.</p>	Complete
<p>5. All ACT Government entities should provide guidance on credit card management and administration for supporting controls. However particular attention needs to be given to guidance on:</p> <p>a. tax invoices, especially explaining the need for these to be obtained for all transactions over \$82.50 (GST incl) and defining what constitutes a tax invoice;</p> <p>b. appropriate retention of documentation to demonstrate appropriate use; and</p> <p>c. the use of WhOG purchasing arrangements, including the need for documentation to demonstrate any departures from the arrangements.</p> <p>Government Response – Agreed</p> <p>Entities will review their existing credit card guidance to ensure these areas are adequately covered, if not already covered.</p>	<p>The Education Directorate currently provides guidance to office and school credit card holders on the requirements and retention of tax invoices, documented details on the purpose of the expenditure and the requirement to use WhOG arrangements or a documented explanation for going outside WhOG arrangements.</p> <p>The Directorate will remind cardholders of the above requirements as follows:</p> <ul style="list-style-type: none"> > in Directorate policy and procedures; > via the School Bulletin and All staff alert; > at regular School Business Manager training opportunities; > highlighted at the time of issuing new credit cards; > monitored as part of monthly review of credit card statements; and > if non compliance is found it will be followed up. 	Complete

Recommendation	Action	Status
<p>6. All ACT Government entities should investigate opportunities to:</p> <ul style="list-style-type: none"> a. access Corporate Online for the purpose of obtaining detailed transactional data on credit card use within the entity; or b. receive reports from SS with respect to credit card use within the entity, and c. use transactional data, or reports from SS, to review and evaluate the use of credit cards within the entity, including the ongoing appropriateness of the issue of credit cards to staff and any opportunities for improvement with respect to the efficient and effective management of credit cards in the entity. <p>Government Response – Agreed</p> <p>Shared Services will investigate the use of Corporate Online by all agencies and additional analytics for Shared Services entities.</p>	<p>In relation to this recommendation:</p> <ul style="list-style-type: none"> > The Education Directorate School Credit Card Administrator can access Corporate Online for School credit card users and provides transactional data if requested by schools. > Education Directorate will request Shared Services to provide transactional data if required. 	Complete

AUDITOR-GENERAL REPORT NO. 3/2017 2015-16 FINANCIAL AUDITS – COMPUTER INFORMATION SYSTEMS

Recommendation	Action	Status
<p>14. Monitoring of Audit Logs</p> <ul style="list-style-type: none"> d. The Education Directorate with respect to Maze should develop and document procedures for the review of audit logs and perform periodic reviews of audit logs. 	<p>As reported at paragraph 2.23 of the Report, Maze does not have the functionality to produce audit logs. This will be addressed as part of the replacement of the student administration system (Maze). The Maze system will be replaced by the new School Administration System (SAS) with implementation commencing in June 2017 through to September 2018. The Education Directorate expects that SAS audit logging will be fully complete in July 2018.</p>	In progress

AUDITOR-GENERAL REPORT NO. 11/2016

2015-16 FINANCIAL AUDITS – FINANCIAL RESULTS AND AUDIT FINDINGS

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2015-16 financial statements.</p> <p>The Audit Office reported two previously unresolved audit findings:</p> <ul style="list-style-type: none"> > salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and > the Directorate's school administration system (Maze) does not have a capability to generate audit logs on access to the system or its data. The Directorate also does not have a documented policy for the review of audit logs. 	<p>Instructions and reminders on action to be taken in reviewing salary reports have been issued to relevant staff.</p> <p>The Directorate will address this control weakness as part of the replacement of the student administration system (Maze). The Maze system will be replaced by the new School Administration System (SAS) with implementation commencing in June 2017 through to September 2018. The Education Directorate expects that SAS audit logging will be fully complete in July 2018.</p>	<p>Complete</p> <p>In progress</p>
<p>Two new audit findings were identified in 2015-16:</p> <p>A review of the Directorate's 'Fraud and Corruption, Prevention and Response Plan 2013-15' (the Plan) was due to be completed by July 2015. This did not occur, however, the Directorate commenced a review of the Plan in 2015-16. As the Plan has not been reviewed and updated in a timely manner, the Directorate has less assurance that fraud and corruption is reduced.</p>	<p>In 2016-17, the Directorate completed its review of the 'Fraud and Corruption, Prevention and Response Plan 2016-2018'.</p>	<p>Complete</p>
<p>The method used by the Directorate to measure a result for accountability indicator investigations and complaints commenced within stated policy timeframes (Output Class 1 'Public School Education') was incorrect as the timeliness of action was not being measured. This presents a risk of incorrect or fraudulent reporting.</p>	<p>The Directorate has deleted this accountability indicator for 2016-17.</p>	<p>Complete</p>

AUDITOR-GENERAL REPORT NO. 5/2014

CAPITAL WORKS REPORTING

Recommendation	Action	Status
<p>This Report has an outstanding recommendation related to the Education Directorate:</p> <p>2. The Commerce and Works Directorate's Shared Services Procurement and directorates should develop capital works service level agreements, or the equivalent, by 31 December 2014. These should specify reporting responsibilities.</p>	<p>The development and implementation of this service level agreement has not yet been finalised by Procurement and Capital Works, Shared Services. Each quarter this recommendation is followed up with Procurement and Capital Works.</p>	<p>In progress</p>

SELECT COMMITTEE ON ESTIMATES 2016-2017 REPORT NO. 1 INQUIRY INTO APPROPRIATION BILL 2016-2017 AND THE APPROPRIATION (OFFICE OF THE LEGISLATIVE ASSEMBLY) BILL 2016-2017 GOVERNMENT RESPONSE TABLED 9 AUGUST 2016

Recommendation	Action	Status
<p>13. The Committee recommends that the ACT Government acts to assist non-government schools to implement the Schools for All Report (including students with disabilities).</p> <p>Government Response – Agreed</p>	<p>Implementation of Schools for All to date has been increasingly characterised by strong cross-sectoral working relationships across the government, independent and Catholic sectors. This is reflected in a range of governance and advisory groups such as the Program Board, the Program Working Group and most recently through a Schools for All stakeholder round table that will be delivered by all three schooling sectors.</p> <p>All three sectors are committed to sharing resources, professional learning opportunities, research outcomes and policy frameworks to implement the Schools for All report. For example, public and Catholic sectors have shared their new student wellbeing frameworks; professional learning costs for an interstate speaker on challenging behaviours was shared across Association of Independent Schools and the Education Directorate; and all sectors are working collaboratively with the Teacher Quality Institute to enhance pre-service teacher skills.</p> <p>With regard to financial assistance, all ACT schools are funded in accordance with the National Education Reform Agreement (NERA) and the needs based funding principles. Under this funding model schools in all sectors are funded in reference to the Schooling Resource Standard. Within the government schooling sector, all investments in Schools for All reforms are made within the NERA funding envelope.</p> <p>The ACT Government does not wish to reduce the existing flexibility provided to non-government schools by mandating a specific part of the ACT Government's share of the Schooling Resource Standard on a response to the Schools for All report, however, non-government schools have the opportunity to make these decisions within their respective NERA funding envelopes.</p>	<p>Complete</p>

Recommendation	Action	Status
<p>14. The Committee recommends that the ACT Government considers innovative funding models that consider the capital needs of non government schools (including preschools).</p> <p>Government Response – Agreed in principle</p>	<p>All ACT schools are funded in accordance with the National Education Reform Agreement and the needs based funding principles. The ACT Government provides around \$65 million in funding non-government schools. The funding provided is to contribute to the 'operating costs of school education' and the ACT Government provides flexibility on how non-government schools or systems allocate this funding (either to recurrent or capital investments).</p> <p>In addition to this funding the ACT Government also provides \$1.3 million per year (ongoing) to non-government schools to establish and upgrade preschool facilities and provides land at no cost to non-government schools.</p> <p>Through the 2017-18 Budget the ACT Government has also made a provision of \$3.750 million per annum over four years for capital grant funding for infrastructure upgrades. Delivery of this funding is subject to the final form of the new Commonwealth funding model for education.</p>	Complete
<p>15. The Committee recommends that the ACT Government works with the Australian Government to provide assistance to ensure broadband services to all ACT schools.</p> <p>Government Response – Agreed in principle</p>	<p>The majority of Canberra public schools utilise a broadband connection supplied by the ACT Government. Where this is not possible, the Education Directorate provides the best available commercial connection to the internet.</p> <p>The Education Directorate continues to provide advice to non-government schools in the ACT on connection to broadband services including those provided by the National Broadband Network.</p>	Complete

Recommendation	Action	Status
<p>35. The Committee recommends that the ACT Government support long-term primary prevention funding to address the need for respectful relationship education in ACT schools.</p>	<p>The Government provided \$0.6 million over 2015-16 and 2016-17, for the Countering Domestic Violence – Promoting social and emotional learning initiative, designed to support ACT public schools in the provision of social and emotional learning programs.</p> <p>The initiative provided additional resources to train teachers and staff on domestic violence issues, including mandatory reporting requirements. An Education Directorate Family Violence webpage is also now operational and includes resources for students, families and schools including information about relevant support services and curriculum material.</p> <p>The Directorate is working towards White Ribbon Accreditation and a number of schools have completed the White Ribbon Schools Program, providing school leaders and teacher with tools and strategies to implement respectful relationship and domestic violence education programs in schools.</p> <p>Funding arrangements for later years will be considered in the context of the Government's overarching family violence prevention package announced in the 2016-17 Budget.</p> <p>Schools will continue to implement elements of the Australian Curriculum which support the development of respectful relationship skills in students. The Directorate has funded access to curriculum resources to support lessons in respectful relationships through the Curriculum into the Classroom package developed by Queensland Department of Education.</p> <p>The Australian Government will be releasing further curriculum resources to support teachers to implement those elements of the Australian Curriculum that build respectful relationship skills in students. The ACT Government will continue to fund teachers to deliver the Australian Curriculum.</p>	Ongoing
<p>Government Response – Noted</p>		

Recommendation	Action	Status
<p>106. The Committee recommends that the ACT Government provide clarification as to why incomplete school census numbers were given in responding to an ACT Legislative Assembly motion, insofar as it failed to include, without explanation, preschool numbers which the February census statistics did include.</p> <p>Government Response – Agreed</p>	<p>The ACT Government response to the ACT Legislative Assembly motion of 6 April 2016 defined the student population for capacity and projection reporting as kindergarten to year 12 students, based on the February 2016 School Census.</p> <p>The Education Directorate reports data in a number of formats and may include ‘all’ or a ‘subset’ of the total student population and will be dependent on stakeholder requirements. For future reporting, additional notes will be provided to ensure the audience is aware of the scope and/or restriction placed over reported data.</p> <p>The management of preschool enrolments considers a number of factors differently to the other year levels, allowing the Education Directorate to effectively cater for preschool enrolment demand. These factors include: class size requirements under the National Quality Framework, number of preschool sessions, the configuration of learning spaces, the preschool school site and the variability of preschool enrolment numbers.</p>	Complete
<p>107. The Committee recommends that the Education Directorate be consistent in how it calculates capacity in each ACT school so as to accurately reflect enrolment vacancies.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate has an existing consistent process and methodology in place.</p>	Complete
<p>108. The Committee recommends that the Education Directorate work closely with principals when assessing and determining what are reasonable capacity numbers for each ACT public school.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate will continue to work closely with principals to determine reasonable capacity numbers for each ACT public school.</p>	Complete
<p>109. The Committee recommends that the ACT Government continue to work closely with the non-government sector to facilitate better cross sectoral cooperation in such areas as Teacher Quality Institute accredited courses.</p> <p>Government Response – Agreed</p>	<p>The ACT Government is continuing its work with the non-government sector to facilitate better cross sectoral cooperation including for accredited courses. A current example is the work being undertaken around Schools for All.</p>	Complete

Recommendation	Action	Status
<p>112. The Committee recommends that the Education Directorate publish either in the Budget Papers or in the Annual Report the satisfaction surveys ratings for each of the categories of schools and what strategies are in place to enhance satisfaction.</p> <p>Government Response – Agreed in principle</p>	<p>Overall satisfaction with public school education by school type (colleges, high schools, primary schools, P-10 schools, specialist schools and early childhood schools) is also published annually on the Education Directorate website in an information sheet entitled, What do people think about ACT public schools? The information sheet states that the survey results contribute to the school improvement process within each ACT public school.</p> <p>The Budget Papers also report the overall satisfaction of students and parents and carers at Strategic Objective 2.</p> <p>In addition, detailed school level results are published in School Board reports each year and ACT results are highlighted in the Education Directorate's Annual Report.</p> <p>Satisfaction surveys will continue to be undertaken and results published.</p>	Complete
<p>113. The Committee recommends that the ACT Government provide information about how they audit vital school facilities such as pools and other equipment in special schools and whether they are subject to an annual condition assessment to ensure the facilities are in working condition.</p> <p>Government Response – Agreed in principle</p>	<p>The Education Directorate currently prepares Condition Assessment Reports for all school facilities every three years. These reports include hydrotherapy pools at special schools.</p>	Complete
<p>114. The Committee recommends that the ACT Government work with the non government schools sector to facilitate all schools being able to move to online NAPLAN testing.</p> <p>Government Response – Agreed</p>	<p>The ACT Government is continuing to work closely with all ACT schools, including independent and catholic sector schools, in the move to NAPLAN Online. Catholic Education Office and Association of Independent Schools representatives are an integral part of the ACT's NAPLAN Online project governance board. The ACT NAPLAN Online project team is working closely with all ACT schools, including training and helpdesk support, to ensure system, school and student readiness in the move to online assessment.</p>	In progress

For further information contact:
Director
Governance and Community Liaison
(02) 6205 5511

B4. RISK MANAGEMENT

The Directorate's risk management framework is based on the Australian and New Zealand Standard ISO 31000:2009 Risk Management – principles and guidelines. Risks are identified and mitigated through the Directorate's internal governance control structure, which includes:

- > Risk Management Framework;
- > *Strategic Risk Profile*;
- > school compliance reporting;
- > *Fraud & Corruption, Prevention & Response Plan 2016-2018*;
- > internal audit program;
- > detailed financial policies and controls, such as the Director-General's Financial Instructions and the *School Management Manual*; and
- > detailed financial operating procedures and practices.

The Directorate's risk management functions are managed by the Chief Internal Auditor and the Director, Governance and Community Liaison. The Directorate's Senior Executive and the Audit Committee receive regular risk management reports, providing an overview of significant risks, mitigation strategies, responsibilities and an oversight on the implementation of audit recommendations.

The Senior Executive and the Audit Committee assist with the allocation of resources and timeframes to ensure appropriate mitigation and monitoring strategies are implemented.

Monitoring and reporting on risk management occurs through:

- > regular monitoring of outcomes by the Senior Executive;
- > reporting to the Audit Committee;
- > reporting to the Senior Executive Team; and
- > implementation of internal and external audit recommendations.

The Directorate manages financial risks through a well-defined financial management framework that includes:

- > clearly established ownership of internal budgets;
- > monthly variance reporting by senior management;
- > quarterly strategic review of financial performance and corrective actions as required by the executive;
- > regularly updated financial procedures and practices documents; and
- > provision of training to office and school-based staff.

CRITICAL INCIDENTS

The number of critical incidents for a financial year has been calculated on those incidents reported which meet the definition for a critical incident in the Directorate's Critical/Non Critical Incident Management and Reporting Policy i.e. an event that causes severe impact, such as significant disruption to the school routine, an emergency management situation, loss of a sense of control, or threat to the safety of students and staff.

In the period 1 July 2016 to 30 June 2017, there were seven critical incidents in ACT public schools. All seven incidents were classified as 'lockdown, evacuation or temporary closure'.

CHILDREN'S EDUCATION AND CARE ASSURANCE (CECA)

The National Quality Framework (NQF) for the education and care sector established the *Education and Care Services National Law* and a uniform approach to the regulation and quality assessment of the education and care sector. The Director-General of the Education Directorate is the ACT's Regulatory Authority. The National Law places obligations upon the Regulatory Authority to undertake investigation, compliance, enforcement and assessment and rating functions.

AUDIT AND RISK MANAGEMENT

The CECA Investigations team processed 796 notifications for the 2016-17 financial year.

Of those 796 notifications, 59 matters were investigated, 13 matters were subject to risk audit and seven matters were subject to both investigation and risk audit.

The team carried out approximately 103 compliance audits in the last half of the financial year and approximately five risk audits in response to incidents or allegations that substantiated a rapid response.

The team has an audit schedule of 351 services over the following three years.

INVESTIGATIONS

Between 1 July 2016 and 30 June 2017 CECA commenced 65 investigations. During that time period, there were approximately 19 investigations in progress and 46 cases closed.

Major areas of investigation for the financial year were: allegations of harm to children; staffing arrangements and inadequate supervision; and missing/unaccounted for children.

CECA, and in particular the investigation team, have been working on operational relationships with ACT Ombudsman, Access Canberra, Child and Youth Protection Services and relevant Commonwealth agencies.

COMPLIANCE

From 1 January to 30 June 2017, the Regulatory Authority issued approximately 38 compliance actions under the National Law. Compliance actions range from administrative letters, to conditions on service or provider approval, compliance directions, compliance notices, suspension of services and prohibition of individuals.

LITIGATION

At the time of this report, three decisions to take compliance action under the National Law were subject to application for external review by the ACT Civil and Administrative Tribunal. Two appeals were resolved by way of consent orders in the favour of the Directorate, the third was still before the Tribunal as at 30 June 2017.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

B5. INTERNAL AUDIT

Internal Audit Section is responsible for planning and delivering the Directorate's annual audit program, monitoring the Directorate's compliance and governance controls and coordination of audit sponsors, auditees and audit providers. It also undertakes reviews and investigations as requested by the Senior Executive Responsible for Business Integrity Risk (SERBIR), Senior Executive Team (SET) and the Audit Committee.

The Section engages external auditors to conduct some audits. Providers are sourced from a panel of external audit service providers.

The Directorate's Audit Committee Charter reflects the Australian National Audit Office and the ACT Treasury best practice guides for Audit Committees. The Committee's internal audit responsibilities are to:

- > oversee the internal audit function and ensure its effectiveness in accordance with ACT Government standards;
- > periodically review the internal audit charter to ensure appropriate authority, access and reporting arrangements are in place;
- > ensure internal audit or other review function activity is coordinated;
- > review internal audit reports and provide advice to the Director-General on significant issues identified and actions to be taken; and
- > monitor management's responses to findings and the extent to which recommendations are implemented.

The Audit Committee met four times during 2016-17. The Committee membership and attendance are displayed in Table B5.1.

TABLE B5.1: AUDIT COMMITTEE MEMBERSHIP AND MEETINGS IN 2016-17

Members	Position	Meetings attended
Carol Lilley	Chairperson (external)	4
Meg Brighton	Internal member	4
Sue Chapman ¹	External member	3
Mark Ridley ²	External member	2
Meredith Whitten ³	Internal member	1

Source: Chief Internal Auditor, Audit and Assurance

¹ Sue Chapman was appointed as an external member of the Audit Committee and her first attendance was at the September 2016 meeting.

² Mark Ridley was appointed as an external member of the Audit Committee and his first attendance was at the March 2017 meeting.

³ Meredith Whitten was an internal member of the Audit Committee for the meeting in September 2016 only.

Internal audits tabled in 2016-17 were:

- > Working with Vulnerable People registration;
- > Review of existing arrangements and their specific implementation to protect the personal safety and social wellbeing of a student;
- > Audit review of Erindale's Active Leisure Centre governance;
- > Implementation of external audit recommendations;
- > National Partnerships reward funding review; and
- > Evaluation of the implementation of the Australian Curriculum.

Internal audits to be undertaken in 2017-18 are:

- > School Administration System Gateway Review;
- > Workplace health and safety review;
- > 12 school audits;
- > Management and maintenance of public primary, high and college buildings;
- > Restrictive practices review; and
- > School capacity evaluation.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

B6. FRAUD PREVENTION

The Education Directorate's Fraud and Corruption Framework complies with the requirements of the *ACT Integrity Policy* (2010) and incorporates the *Fraud and Corruption, Prevention and Response Plan*. The Director-General's Financial Instructions (Integrity and Reporting) and the School Management Manual (Fraud Control and Prevention) describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording and reporting fraud.

The *Fraud and Corruption, Prevention and Response Plan* has been reviewed and finalised to cover 2016 to 2018. As part of the review the following material was considered:

- > *Standards Australia AS 8001 – 2008, Fraud and Corruption Control*;
- > *Best practice guidelines for the control of Fraud and Corruption*;
- > work undertaken by other jurisdictions within Australia and other ACT Government Directorates; and
- > results from a Directorate-wide fraud and corruption control survey undertaken to raise awareness of policies and procedures for the prevention and response to fraud and corruption.

Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Director of the Governance and Community Liaison Branch is the Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR).

The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee. Formal reports are provided to the Committee at least twice a year.

The Directorate, in conjunction with the Australian Education Union, has developed the Teachers' Code of Professional Practice. A copy is made available to all new teachers, including casual teachers, on commencement. All new teachers are also required to undertake an online training on the Code as part of their induction program.

The general obligations of public employees (obligations) applying to all ACT Public Service staff are outlined in Section 9 of the *Public Sector Management Act 1994* (PSM Act), a copy of which is provided with any application for employment in the Directorate. These obligations are supported by the ACT Public Service Code of Ethics (Code of Ethics).

Any person applying for employment with the Directorate is required to acknowledge that they have read and will comply with the provisions of Section 9 of the PSM Act, Section 153(1) of the *Crimes Act 1900 (ACT)* and Section 244 of the PSM Act. They are also required to acknowledge the consequences of breaching these requirements. Nothing in this acknowledgement is taken to discourage the disclosure of conduct that is "disclosable conduct" within the meaning of the *Public Interest Disclosure Act 1994*.

The PSM Act, the Standards, the Code of Ethics and the Teachers' Code of Professional Practice are all available on the Directorate's website and intranet.

There is one instance of possible fraud being investigated within the Directorate in the 2016-17 financial year and the matter is continuing.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

B7. WORK HEALTH AND SAFETY

The Education Directorate holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. In the 2016-17 financial year, the Directorate continued its strong health and safety performance, and sought to further influence and enhance this performance.

Work commenced to address the safety risk of occupational violence in August 2016 with the formation of the Joint Australian Education Union (AEU)/Education Directorate Working Group. This group developed two key management tools – the *Managing Occupational Violence Policy* and an associated *Plan*. Publication of these documents is scheduled for 26 July 2017, with staff training to commence in July 2017. This work was complemented by staff consultation undertaken in November 2016 and May 2017 to better understand management issues for staff and an Independent Review undertaken in March 2017 to examine system wide management of this risk.

The Directorate has continued a number of initiatives to support its workers' health, safety and wellbeing including reviewing and strengthening the content of the Education Safety Management System to:

- > include specific risk management guidance material for ACT public high school and college science programs and ACT public primary schools;
- > strengthen guidance on health and safety roles and responsibilities including clearer linkages to ACT public sector policy;
- > review advisory material for occupational noise and electrical safety;
- > review first aid procedures and medical support for students with medical care needs;
- > providing work, health and safety (WHS) training for key groups across the Directorate including business managers, building service officers, health and safety representatives, and first aid officers;
- > provide an influenza vaccination program for staff; and
- > provide a Hepatitis A/B vaccination program for workers in high-risk roles.

INVESTIGATIONS

On 24 March 2017, WorkSafe ACT issued the Directorate with an Improvement Notice in response to reports relating to occupational violence incidents in three separate ACT schools and related to developing and implementing a safe system of work for the management of this risk. The Directorate undertook a range of actions and initiatives to address notice requirements and to achieve system wide change in response to staff consultation and review findings.

On 16 May 2017, WorkSafe ACT notified the Directorate that this notice was no longer in effect as the requirements of the recommendation had been met. Implementation of this action continues and is overseen by the Education Directorate Occupational Violence Steering Committee, with the majority of short-term actions prioritised for completion by September 2017. Actions include:

- > a review of staff support, including post incident support, training and induction;
- > incident reporting; and
- > risk management tools.

An evaluative review is scheduled in 2018 as part of a continuous improvement process to ensure ongoing, effective management of this risk.

The Directorate reported 22 notifiable incidents to WorkSafe ACT during the reporting period. Incidents reported included the discovery of asbestos, electrical shock incidents and falls. Incidents also included where a worker or third party attended hospital or sought medical treatment.

Each of these incidents was examined and corrective actions identified and implemented in consultation with WorkSafe where appropriate.

REPORTING

During the 2016-17 reporting period, 2,242 worker work health and safety incident reports were received including 38 reports for other parties. Reporting numbers increased from 1,201 in the previous year and this is reflective of increased workforce education on the importance of reporting and the provision of an online reporting tool, RiskMan.

The Directorate's Health Safety and Wellbeing Team reviews all RiskMan incident reports and assesses the corrective actions. The Team conducted 43 follow up inspections and site visits to support schools to address the health and safety issues and to provide advice to eliminate or further reduce risk.

In addition to worker incidents, there were 1,829 student accident and incident reports for the reporting period.

WORKER CONSULTATION ARRANGEMENTS AND HEALTH AND SAFETY REPRESENTATIVES

HEALTH AND SAFETY REPRESENTATIVES AND WORKER CONSULTATION UNITS

The Directorate is committed to effective communication and consultation with its workers on work health and safety matters at all levels of the organisation.

The Directorate, in consultation with its workers, has established work groups across all schools and Education Support Office to consult with its workers. The work group may include all workers, or the workers may be arranged into multiple units. Ninety-six work groups have been formed across the Directorate workplaces including all ACT public primary schools, preschools, early childhood schools, high schools, colleges, and Education Support Office locations.

The Directorate had 93 Health and Safety Representatives (HSRs) and 58 Deputy HSRs undertaking these roles during the 2016-17 reporting period. The primary role and function of the HSR is to represent workers within their Worker Consultation Unit in relation to health and safety matters.

Directorate leaders include health and safety issues as a standing agenda item at staff meetings.

The Directorate has established reporting frameworks and network wide consultation opportunities to formalise discussions with stakeholder groups including regular reporting to the Directorate's leader on health and safety performance.

Quarterly network meetings for key stakeholder groups including HSRs, building service officers, business managers and principals are held to ensure up-to-date health and safety information is disseminated and discussed throughout the Directorate.

INJURY PREVENTION AND MANAGEMENT COMMITTEE

The Directorate formally consults with work groups and the Australian Education Union (AEU) through the Injury Prevention and Management Committee. The Committee is the key consultative forum for the Directorate on workplace health and safety matters including:

- > providing advice to Corporate Executive regarding injury prevention and injury management performance and compliance;
- > facilitating collaboration between the Corporate Executive and Directorate workers to instigate, develop and carry out measures designed to ensure workers' health and safety at work;
- > providing advice on the ongoing development and implementation of the Directorate's WHS policies, procedures and safety priorities;
- > considering health safety and wellbeing statistics, trends and performance;
- > considering specific injury prevention and injury management advice and initiatives; and
- > considering issues that have not been resolved or not resolved satisfactorily at a local level.

INJURY PREVENTION AND MANAGEMENT PROGRAMS

In 2016-17, the Directorate implemented a range of health and safety programs to support worker welfare including:

- > delivery of the Influenza vaccination program to 2,531 staff;
- > providing Hepatitis A/B vaccinations to targeted worker groups including building service officers, first aid officers, early childhood educators and learning support assistants;
- > providing workstation assessments to assist with ergonomic set-up for 45 workers;
- > providing ongoing mandatory health and safety training requirements for key worker groups within the Directorate; and
- > continuing the Employee Assistance Program counselling service for workers and their families for both work and non-work related matters.

PERFORMANCE AGAINST THE AUSTRALIAN WORK HEALTH AND SAFETY STRATEGY 2012 - 2022 TARGETS

Target 1 – A reduction of at least 30 per cent in the incidence rate of claims resulting in one or more weeks off work

The Directorate has been performing above expectations since the introduction of the performance targets. In this reporting period however, the Directorate experienced an increased number of claims for musculoskeletal disorders, psychological injury and secondary psychological injury over previous years. An increase in claims in the broader ACT Public Service is also reflected in the data.

The Directorate is seeking proactive approaches to address this increase in claims and to support its workers' wellbeing. The Directorate has revised its early intervention injury management support for injured workers, is focused on supporting schools with health and safety risk assessment, and is seeking specialist advice to support key stakeholder groups.

TABLE B7.1: REDUCE THE INCIDENCE RATE OF CLAIMS RESULTING IN ONE OR MORE WEEKS OFF WORK BY AT LEAST 30 PERCENT

	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
Number of Education Directorate new five day claims	50.33	60	44	31	34	50					
Education Directorate Incidence rate per 1,000 employees	11.02	12.53	9.28	6.17	6.63	9.73					
Education Directorate Incidence rate target	11.02	10.69	10.36	10.03	9.70	9.37	9.04	8.71	8.38	8.05	7.72
Number of ACT Public Service new five day claims	243.33	274	257	228	205	243					
ACT Public Service Incidence rate per 1,000 employees	12.45	13.42	12.20	10.49	9.36	10.91					
ACT Public Service Incidence rate target	12.45	12.08	11.70	11.33	10.96	10.58	10.21	9.84	9.46	9.09	8.72

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2017.

Target 2 – A reduction of at least 30 percent in the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work

TABLE B7.2: REDUCE THE INCIDENCE RATE OF CLAIMS FOR MUSCULOSKELETAL DISORDERS (MSD) BY AT LEAST 30 PERCENT

	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
Number of Education Directorate new five day MSD claims	27.33	33	26	12	20	26					
Education Directorate MSD Incidence rate per 1,000 employees	5.99	6.89	5.49	2.39	3.90	5.06					
Education Directorate MSD Incidence rate target	5.99	5.81	5.63	5.45	5.27	5.09	4.91	4.73	4.55	4.37	4.19
Number of ACT Public Service new five day MSD claims	167.00	183	175	144	146	150					
ACT Public Service MSD Incidence rate per 1,000 employees	8.55	8.96	8.31	6.63	6.67	6.73					
ACT Public Service MSD Incidence rate target	8.55	8.29	8.03	7.78	7.52	7.26	7.01	6.75	6.49	6.24	5.98

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2017.

For further information contact:
Director
People and Performance
(02) 6205 9202

B8. HUMAN RESOURCES MANAGEMENT

ENSURING A HIGHLY CAPABLE WORKFORCE

The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement) sets the platform for the ongoing development of a highly capable teaching workforce. Attraction, development and retention of excellent teachers are central to leading the nation in achieving high quality outcomes for all students.

The Directorate is committed to ensuring students in ACT public schools are taught by excellent teachers in every classroom in every school. The Agreement creates the enabling environment where striving for excellence by teachers and school leaders is recognised and celebrated.

In 2016-17, the Directorate significantly progressed implementation of the following six major work streams arising from the Agreement.

SUSTAINABLE REDUCTION OF TEACHER WORKLOAD

A project team was established to work closely with schools to develop processes which assist teachers to assess and manage workload. Articulating workload theory, defining a teacher's core role and embedding active Workload Committees and School Workload Reduction Plans in each school have been key aspects of the project team's work.

The core role of teachers is defined as:

- > instruction of students;
- > supervision of students;
- > curriculum planning;
- > assessment of student learning;
- > reporting of student learning;
- > professional learning; and
- > attendance at meetings, parent/teacher interviews and activities to enrich the educational experiences of students, in accordance with the Section Q Guidelines: Addressing teacher workload.

Through a reduction in time spent on non-core activities, teachers can invest quality time on their core teaching role and professional learning. Great teachers and great teaching practice are highly valued and will ultimately lead to improved student outcomes.

PRINCIPAL CAREER STRUCTURE

Development work on a revised principal career structure was completed in late 2016. This work was undertaken with the assistance of expert consultants, oversighted by a small principal reference group. The outcome of this work was the identification of a proposed model for a revised structure.

In late 2016 and early 2017, the Directorate undertook a series of 'test consultations' on the proposed model with the Australian Education Union (AEU), established principal advisory groups and the Directorate's Senior Executive Team (SET). These consultations are informing the ongoing development of role definitions, capability requirements and business need.

The Directorate will continue to work with the AEU to achieve agreement on the principal career structure.

ALIGNMENT OF TEACHER PERFORMANCE AND DEVELOPMENT PROCESSES WITH NATIONAL STANDARDS

The pilot implementation of an updated Performance and Development Process commenced in Term 1 2017, facilitating broader consultation and an ongoing consultative and collaborative approach to ensure schools have maximum input into the framework preceding anticipated implementation in 2018. The refreshed school leader and teacher performance and development process aligned with the *Australian Professional Standard for Principals*, *Australian Professional Standards for Teachers* and the *ACTPS Performance and Capability Framework*.

RECOGNITION AND REWARD FOR HIGHLY ACCOMPLISHED AND LEAD TEACHERS

Teachers who achieve certification at the higher Australian Standards of Highly Accomplished and Lead Teacher level were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance. In 2016, there were 13 successful applicants in the ACT of which 11 teachers from the Directorate attained certification at the Highly Accomplished and Lead career stages, an increase from nine in 2015.

SCHOOL LEADER C CAREER DEVELOPMENT

Transitional arrangements have been implemented to move from separate designations of Executive Teacher (SLC), under a variety of job titles and conditions, to a holistic Executive Teacher (SLC) position. This ensures that SLCs have opportunities to develop the full range of school leadership capabilities and to meet the learning and wellbeing needs of students.

INCLUSION AND DIVERSITY EMPLOYMENT STRATEGIES

The Directorate facilitates a range of inclusion and diversity focused employment strategies.

RECONCILIATION ACTION PLAN

Reconciliation – Keeping It Alive 2016-2018 is the Education Support Office Reconciliation Action Plan (RAP). The purpose of the RAP is to engage all employees in the creation of an organisational culture enriched by the diversity and knowledge of the Aboriginal and Torres Strait Islander peoples.

The RAP uses a strengths based approach through our shared and common values to ask staff ‘What is your next most powerful step?’ towards reconciliation.

The RAP delivers outcomes through three empowering focus areas:

- > building relationships by engaging locally;
- > creating respect by taking individual accountability; and
- > aligning opportunities with organisational growth.

STRATEGIES FOR PEOPLE WITH DISABILITY

The Directorate provides a number of employment pathways for People with Disability including: Disability Traineeships; Inclusion Graduates Pathways; and weekly work experience opportunities for People with Disability at the Six Degrees Café and Yarralumla Nursery.

The Directorate ensures that all staff are supported through the whole of government reasonable adjustment policy and appropriate workplace modification, underpinned by relevant medical advice and/or workplace assessments.

LEARNING AND DEVELOPMENT

The *Australian Charter for the Professional Learning for Teachers and School Leaders* (the Charter):

- > affirms the importance of learning in improving the professional knowledge, practice and engagement of all teachers and school leaders to achieve improvement in student outcomes;
- > articulates the expectation that all teachers and school leaders actively engage in professional learning throughout their career; and
- > describes the characteristics of a high quality professional learning culture and of effective professional learning, to assist teachers, school leaders and those who support them to get the most from the professional learning.

The Directorate promotes a culture where teachers and school leaders expect and are expected to be active in professional learning. Professional learning activities are offered ensuring:

- > they are of significant intellectual or professional content and must deal primarily with matters related to the practice and content of teaching;
- > they address a teacher's identified professional development and career stage requirements;
- > specifically address individual, team, school, system or other priorities; and
- > assist teachers to respond to student learning needs.

ANNUAL PROFESSIONAL LEARNING PROGRAM

In 2017 all schools developed an Annual Professional Learning Program to support all teachers to continually develop their professional knowledge, practice and engagement. The requirements of the Annual Professional Learning Program included two days professional learning during the stand down period, along with engagement with regular Professional Learning opportunities during the school's required hours of attendance during term time. Each school's program was designed and implemented in accordance with the Government's professional learning framework described within the *ACT Teacher Quality Institute Act 2010*.

Annual Professional Learning Program Guidelines and Planning documents have been developed and promulgated to support a high quality program of professional learning in every school. The Annual Professional Learning Program will align with the core role of teachers to build quality teaching and support teachers to maintain their registration with the ACT Teacher Quality Institute.

The Annual Professional Learning Program provides teachers with ongoing opportunities to come together with colleagues to engage in professional conversations and investigations of teaching practice and student learning. With the support of colleagues, each teacher can focus attention on addressing educational issues directly relevant to their students' learning needs in the classroom and develop their own teaching practice to meet these needs.

ASPIRING LEADERS PROGRAM

The Aspiring Leaders Program was developed in response to a need to build leadership capabilities across the system. The Program is designed to enhance the contemporary leadership knowledge, skills and attributes that contribute to student, school and system improvement. The Program continues to form a valuable part of the Directorate's strategies, investing in teachers and school leaders. Cohort 2 of the Program was launched during 2016-17 and will continue for a period of 12 months, concluding in 2018.

In April 2017, 30 participants (School Leader Bs, Cs and Classroom Teachers) and 23 mentors (School Leader As and Bs) were selected to take part in Cohort 2 of the Program. This cohort is being delivered by the University of Melbourne's Graduate School of Education, and includes:

- > a mentor training program (pairing participants with identified high-performing system leaders to provide targeted and personalised leadership support);
- > five face-to-face workshops with leading academics;
- > a research critical partnership for in-situ research projects; and
- > personalised reflective learning through the use of the Australian Institute for Teaching and School Leadership 360° Reflection Tool.

WHOLE OF GOVERNMENT INITIATIVES

The ACT Public Service Graduate Program is a whole of government entry level program designed to recruit highly skilled and talented graduates to support the ongoing renewal of the ACT Public Service (ACTPS). The Directorate welcomed three graduates in 2017. The 10 month program commenced in February 2017 and will conclude in December 2017.

In addition to recruiting graduates through the ACTPS Graduate Program, the Directorate welcomed two Inclusion Trainees (trainees identifying as having a disability) and two Aboriginal and Torres Strait Islander Trainees, through the ACTPS Inclusion Employment Pathways Initiative. The traineeships are based over a 12 month period and at the successful completion trainees will be placed within a permanent School Assistant 3 position within the Directorate.

Furthermore, the Directorate supported learning and development through facilitating staff access to the Whole of Government Study Assistance Program and ACTPS Training Calendar. In 2016-17, 40 staff received a total of \$23,967 in financial assistance as part of the Directorate's Study Assistance Program, and \$32,652 was spent on support training for 86 participants through the ACTPS Training Calendar.

INDUCTION

In 2016-17, 315 new staff joined the ACT Education Directorate.

A well-prepared and comprehensive welcome and workplace orientation helped staff quickly understand the expectations and responsibilities of their new role, and where to source support if required. The Directorate hosted a number of events and information sessions designed to anchor new staff in the strategic direction of the organisation and provide guidance on organisational requirements. Mentor and supervisor introductions were also made during induction.

During the early stages of employment, and in particular the first month, new staff receive additional support in order to establish themselves in their role and continue to build capability. This support consists of workplace safety and culture training; teacher supervisory panels to assist with teacher registration and probation; and collaborative planning opportunities to model and engage in high performance practices.

To assist both new starters and their supervisors the Directorate has developed a number of supporting documents and resources that can be found on the Directorate's Intranet.

An induction program specific to school leaders is under development and will be implemented in 2017-18.

WORKFORCE FORECASTING

The Directorate has recently established a small workforce strategy team to progress a strategic workforce plan. The scope of works will go well beyond forecasting to include potential workforce models, capability development and a strong focus on culture.

ATTRACTION RETENTION INCENTIVES (ARINS), SPECIAL EMPLOYMENT ARRANGEMENTS (SEAS) AND AUSTRALIAN WORKPLACE AGREEMENTS (AWAS)

Attraction and Retention Incentives (ARIns) and Special Employment Arrangements (SEAs) are made in accordance with the provision of the relevant enterprise agreement. They are part of the Directorate's attraction and retention strategy, enabling the Directorate to deliver on strategic goals through the attraction and retention of officers with specialist skills and qualifications.

TABLE B8.1: ARINS, SEAS, AND AWAS, CLASSIFICATIONS AND REMUNERATION OF OFFICERS

Description	Total
Total Number of AWAs at 30 June 2017	3
Total Number of ARIns at 30 June 2017	90
Total Number of SEAs at 30 June 2017	6
Number of new ARIns commenced in 2016-17	191
Number of ARIns for employees transferred from SEAs in 2016-17	0
Number of ARIns terminated during 2016-17	107
Number of SEAs terminated during 2016-17	5
Number of AWAs terminated during 2016-17	0
Number of ARIns and/or SEAs providing for privately plated vehicles as at 30 June 2017	0
Total additional remuneration paid under AWAs, ARIns and SEAs during 2016-17	\$287,252
Classification range	Remuneration as at 30 June 2017
Individual and Group SEAs for: Directors School Improvement	\$182,897
Individual and Group ARIns for: School Assistant 3 - Senior Officer Grade A	\$51,053-\$137,415

The increase in ARIns in 2016-17, compared with 2015-16, relates to the introduction of new industrial and employment arrangements for school assistants working under the Health Access At School (HAAS) Program. Specifically, in agreement with the relevant unions, the Australian Education Union and the Community and Public Sector Union, a new HAAS Allowance has been introduced.

At present there is no authority under the Administrative and Related Classifications Enterprise Agreement (EA) 2013-2017 to facilitate the payment of this Allowance. Therefore, the mechanism used to facilitate authority for the payment of the HAAS Allowance was a Group ARIn. The Group ARIn for the HAAS Allowance formally commenced from 25 July 2017 (date of approval by the delegate of the Head of Service). However, payment of the HAAS Allowance for eligible persons was back dated to 2 May 2016.

Provision for the HAAS Allowance will be included in the next EA, currently being negotiated. The HAAS Group ARIn will cease to operate on commencement of the new EA.

WORKFORCE PROFILE

The number of staff employed in the Directorate increased from 6,316 at 29 June 2016 to 6,578 at 29 June 2017. The majority of the additional staff were employed in schools to meet increases in student enrolments.

The ratio of female to male staff (3.4:1) has remained consistent for the last five financial years. The average length of service remained steady at 9.0 years during 2016-17. The Directorate currently employs 99 Aboriginal and Torres Strait Islander staff members, representing 1.5 percent of the Directorate's total headcount. This is an increase of eight Aboriginal and Torres Strait Islander staff members from the 2015-16 financial year.

Table B8.2 outlines full-time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported for the pay period of 29 June 2017. The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 29 June 2017 but received a payment have been included.

TABLE B8.2: FTE AND HEADCOUNT BY GENDER

	Female	Male	Indeterminate/ Intersex/Unspecified	Total
Full Time Equivalent	4,111.5	1,325.5	1.0	5,438.0
Headcount	5,065	1,512	1	6,578
Percentage of workforce (based on headcount)	77	23	0	100

Tables B8.3 to B8.9 break this data down further representing classification, employment category, FTE and headcount by Division/Branch, age, length of service, diversity and separation.

TABLE B8.3: HEADCOUNT BY CLASSIFICATION AND GENDER

Classification groups	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Administrative Officers	1,501	262	n.p.	n.p.
Executive Officers	8	8	n.p.	n.p.
General Service Officers and Equivalent	3	117	n.p.	n.p.
Health Assistants	3	2	n.p.	n.p.
Health Professional Officers	21	3	n.p.	n.p.
Information Technology Officers	3	22	n.p.	n.p.
Professional Officers	87	11	n.p.	n.p.
School Leaders	539	211	n.p.	n.p.
Senior Officers	105	44	n.p.	n.p.
Teacher	2,793	832	n.p.	n.p.
Trainees and Apprentices	2	0	n.p.	n.p.
Total	5,065	1,512	1	6,578

¹ Breakdown by classification groups not for publication due to privacy reasons.

TABLE B8.4: HEADCOUNT BY EMPLOYMENT CATEGORY AND GENDER

Employment category	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Casual	668	226	n.p.	n.p.
Permanent Full-time	2,228	877	n.p.	n.p.
Permanent Part-time	1,406	133	n.p.	n.p.
Temporary Full-time	372	174	n.p.	n.p.
Temporary Part-time	391	102	n.p.	n.p.
Total	5,065	1,512	1	6,578

¹ Breakdown by employment category not for publication due to privacy reasons.

TABLE B8.5: FTE AND HEADCOUNT BY DIVISION/BRANCH

Division/Branch	FTE	Headcount
Business Services	144.8	154
Deputy Director-General's Office	3.0	3
Director-General's Office	3.1	4
Casual Staff	390.2	874
School Performance and Improvement	4,846.3	5,491
System Policy and Reform	50.5	52
Total	5,438.0	6,578

TABLE B8.6: HEADCOUNT BY AGE GROUP AND GENDER

Age Group	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Under 25	252	135	n.p.	n.p.
25-34	1,143	385	n.p.	n.p.
35-44	1,295	390	n.p.	n.p.
45-54	1,321	280	n.p.	n.p.
55 and over	1,054	322	n.p.	n.p.
Total	5,065	1,512	1	6,578

¹ Breakdown by age group not for publication due to privacy reasons.

TABLE B8.7: AVERAGE YEARS OF SERVICE BY GENDER

	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total
Average years of service	9.1	8.6	n.p.	9.0

¹ Not for publication due to privacy reasons.

TABLE B8.8: HEADCOUNT BY DIVERSITY GROUP¹

	Headcount	Percentage of agency workforce
Aboriginal and Torres Strait Islander	99	1.5
Culturally and Linguistically Diverse	685	10.4
People with Disability	121	1.8

¹ Employees may identify with more than one of the diversity groups.

TABLE B8.9: RECRUITMENT AND SEPARATION RATES BY CLASSIFICATION GROUP

Classification group	Recruitment rate (percent)	Separation rate (percent)
Administrative Officers	5.8	5.4
Executive Officers	36.4	18.2
General Service Officers & Equivalent	16.2	10.1
Health Assistants	0.0	0.0
Health Professional Officers	57.4	19.1
Information Technology Officers	0.0	8.7
Professional Officers	3.8	6.3
School Leaders	0.4	5.1
Senior Officers	11.1	6.4
Teachers	8.4	7.1
Trainees and Apprentices	77.3	38.6
Total	6.8	6.5

For further information contact:
 Director
 People and Performance
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B9. ECOLOGICALLY SUSTAINABLE DEVELOPMENT

The ACT Government is focused on improving the thermal comfort of student learning and teaching spaces and on reducing energy and water consumption. The Directorate's strategic priorities for ecologically sustainable development, outlined in the Resource Management Plan, align with the ACT Government's commitments to waste minimisation, water efficiency, transport efficiency, energy efficiency and greenhouse gas (GHG) reductions. The Directorate's priorities are informed by the strategic pathway outlined in AP2: A new climate change strategy and action plan for the Australian Capital Territory and the Carbon Neutral ACT Government Framework.

SCHOOL-BASED SUSTAINABILITY

Information on operational consumption of resources for 2015-16 and 2016-17 for all ACT public schools is summarised in Table B9.1.

TABLE B9.1: SCHOOL-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2015-16 AND 2016-17

Indicator as at 30 June	Unit	2015-16 ^{1,2}	2016-17	Percentage change
Directorate/ public sector staff				
Occupancy – student and staff ³	FTE	47,252	49,070	3.8
School Floor Area	Area (m ²)	611,007	615,395	0.7
Stationary energy usage				
Electricity use	Kilowatt hours	24,164,791	24,053,594	-0.5
Natural gas use	Megajoules	125,310,808	139,816,859	11.6
Diesel		N/A	N/A	N/A
Water usage				
Water use	Kilolitres	337,722	306,537	-9.2
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO ₂ -e	25,750	22,200	-13.8
Emissions from transport	Tonnes CO ₂ -e	N/A	N/A	N/A
Total emissions	Tonnes CO₂-e	25,750	22,200	-13.8

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 1 September 2017)

Notes:

¹ Differences between the Enterprise Sustainability Platform sourced data in 2015-16 and that reported in the 2015-16 Annual Report are due to updates to agency occupancy and historical consumption data and to annual adjustments to ACT specific electricity emissions factors.

² Charles Weston Primary School – Coombs opened in Term 1 of 2016. Energy data is included for half of the 2015-16 reporting year.

³ Student figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figures based on 2017-18 Budget Paper No. 3.

ENERGY CONSUMPTION AND GHG EMISSIONS

Electricity consumption in 2016-17 totalled 24,053,594 kilowatt hours. This is a decrease of 0.5 percent from 2015-16. Gas consumption totalled 139,816,859 megajoules (MJ) and is an increase of 11.6 percent from 2015-16.

Greenhouse gas (GHG) emissions for the reporting year were 22,200 tonnes of CO₂-e. This is a decrease of 13.8 percent from 2015-16.

PHOTOVOLTAIC (SOLAR PANEL) SYSTEMS

The installation of roof mounted photovoltaic solar systems was completed in 2016-17 at Malkara School. The 10kW system was installed by the school using their feed-in-tariff (FiT) income. This system is a net feed, where the electricity generated is used on-site and only excess energy is fed back to the electricity grid.

FEED-IN-TARIFF

ACT public schools receive the maximum tariff rate (45.7 cents/kWh) under the ACT FiT scheme for small-scale systems. The collective size of solar panel installations at public schools approved under this scheme was 1,200kW. FiT income was generated by 85 ACT public schools for the reporting year. A total of 1,839 MWh of solar energy was generated from these systems in 2016-17 resulting in approximately \$830,935 (excl GST) of income for all ACT public schools. The annual solar production at schools resulted in 1,292 tCO₂-e of avoided emissions in the national electricity grid.

In addition to the systems which operate under the FiT scheme, a further 302kW of photovoltaic infrastructure has been installed under a net feed system across 12 school sites.

In 2016-17, schools re-invested their FiT income into environmentally sustainable initiatives such as:

- > roof mounted photovoltaic systems;
- > waste recycling infrastructure including systems for composting, recycling and worm farms;
- > LED lighting upgrades;
- > bicycle facilities including bike racks;
- > thermal window film;
- > furniture made from recycled plastic; and
- > external learning environment enhancements including food gardens and a chicken coop.

BUILDING TUNING

Building tuning initiatives conducted in 2016-17 targeted the improvement of the building envelope through improved glazing performance and the installation of air locks to reduce cooling and heating demand. Building envelope improvements enable better maintenance of internal temperatures by preventing heat loss in winter and heat gain in summer. Other building tuning initiatives targeted improved operational efficiency of building plant and equipment to assist in reducing gas and electricity usage.

The Directorate implemented two glazing projects in the 2016-17 reporting year. Malkara School had retrofit double glazing installed to a corridor and two art rooms and North Ainslie Primary School had double glazing installed to an open learning space and a corridor. The two installations improved the thermal comfort of the staff and students in these spaces. Energy monitoring is taking place to determine the effect of the works on energy consumption. Anecdotally, North Ainslie Primary School report reduced use of supplementary electric heaters. Improvements to building envelopes will improve thermal comfort in both summer and winter.

Four airlocks were installed at Hughes Primary School which will provide an increase in the thermal comfort of the students and teaching staff in the corridor areas in the two main buildings. Energy savings are anticipated as the air locks reduce the loss of internal heating and cooling during winter and summer respectively.

CARBON NEUTRAL GOVERNMENT LOAN FUND

In 2016-17 the Directorate commenced projects funded by the Carbon Neutral Government Fund with a total cost estimate of \$2.314 million. They included:

- > installation of a new building management system (BMS) at the Erindale Education Recreation Complex (\$0.738 million); and
- > installation of energy efficient LED lamps (\$1.556 million).

To date, the Directorate has secured \$4.925 million from the Carbon Neutral Government Fund for a number of energy conservation projects including:

- > Solar Pool Heating;
- > Solar Hot Water;
- > Organic Response automated lighting; and
- > installation of energy efficient lighting at 20 sites during the 2016-17 reporting year, including:
 - Black Mountain School;
 - Charles Conder Primary School;
 - O'Connor Cooperative School;
 - Cranleigh School;
 - Curtin Primary School;
 - Florey Primary School;
 - Forrest Primary School;
 - Giralang Primary School;
 - Gold Creek School – Junior Campus;
 - Harrison School;
 - Kaleen Primary School;
 - Macgregor Primary School;
 - Majura Primary School;
 - Malkara School;
 - Mawson Primary School;
 - Melba Copland Secondary School – Melba Campus;
 - Mt Rogers Primary School;
 - Richardson Primary School;
 - Yarralumla Primary School; and
 - Wanniasa School – Junior Campus.

ENERGY AUDITS

Energy audits were conducted across 15 school sites and a Heating, Ventilation and Cooling (HVAC) diagnostic audit was conducted at one college site to identify energy conservation measures for implementation in 2017-18. Desk top analysis and site assessments were also conducted by the Infrastructure and Capital Works Branch to identify sites for energy audit in 2017-18.

MONITORING AND METERING RESOURCE USAGE

ACT public schools are equipped with the technology to monitor resource usage through the installation of smart meters. These meters track electricity, gas and water usage and solar energy generation. The resource usage is monitored through a secure website which allows the schools to track performance. In 2016-17, the Directorate renewed digital water loggers at 60 schools.

WATER CONSUMPTION

Water consumption across all public schools in 2016-17 totalled 306,537 kilolitres which was a decrease of 9.2 percent from 2015-16.

TRANSPORT

The Directorate is supporting the Ride or Walk to School program, an initiative managed by the Health Directorate which aims to encourage active travel to ACT schools and reduce transport related GHG emissions. As part of the program's Active Streets pilot project, improvements to end of trip cycling infrastructure were initiated at four schools in 2016-17. The works include roofing of bicycle storage spaces, expansion of secure areas and installation of bike racks at Palmerston District Primary School, Richardson Primary School, UC High School Kaleen and Hughes Primary School. Construction and modification of these shelters began in 2016-17 and will be completed in the 2017-18 reporting year.

EXTERNAL LEARNING ENVIRONMENTS

Following on from extensive consultation with the Turner School community, improvements have been made to the carpark and traffic management near the school. In 2016-17 the school car parking capacity was increased by extending the car park as a part of the traffic management plan.

In addition to these works, eight outdoor learning areas at the Turner School were also redeveloped in 2016-17 along the northern side of the junior school building. The works included the installation of removable fences, new paving, partial screening, external storage and a mix of natural and artificial materials. These changes provide an enriched student experience with direct physical and visual access from the internal learning environments.

ACTSMART SCHOOLS

The Directorate continues to work in close partnership with Actsmart Schools. Actsmart Schools is a school sustainability program managed by the Environment, Planning and Sustainable Development Directorate.

The aim of the program is for all schools to reduce their environmental impact and embed sustainable management practices into everyday school operations.

As at 30 June 2017, a total of 57 ACT public schools had been awarded Actsmart Schools accreditation for the sustainable management of energy, 48 for sustainable management of water, 50 for sustainable waste management, 32 for biodiversity and schools grounds management, and 13 for sustainability in curriculum.

Four more ACT public schools gained five-star accreditation bringing the total number of five-star accredited schools to 13.

Professional development and training was provided to 329 staff, including business managers, building services officers and teachers. Seven Teacher Quality Institute (TQI) accredited workshops were presented to participants from 68 schools, including 45 ACT public schools.

Workshops included supporting sustainable schools coordinators, improving energy efficiency, waste and recycling practices, establishing and maintaining food gardens and integrating sustainability into the curriculum. The average number of participants attending professional development workshops was 45-50, exceeding the 2016-17 target of 35-40 participants.

The Actsmart Schools Horticulturalist provided consultation services to 32 ACT public schools. The Waste and Energy Education Officer delivered the student energy kit to 27 ACT public schools and provided 47 ACT public schools with waste and recycling support.

RESOURCE MANAGEMENT PLAN

The Directorate's 2016-17 Resource Management Plan was endorsed by the Senior Executive Team Board on 17 May 2017.

The 2017-18 Resource Management Plan is currently under review.

Carbon Budget

In 2017-18 the Directorate has set an ambitious carbon emission reduction target of 3 percent across the school portfolio and Education Support Office (ESO). The target comprises the following reductions in energy:

- > reduction in gas consumption of 2 percent across the school portfolio and ESO;
- > reduction in electricity consumption of 3 percent across the school portfolio;
- > reduction in electricity consumption of 5 percent at Hedley Beare Centre for Teaching and Learning; and
- > an ESO fleet fuel emission reduction target of 3 percent, to be achieved through the transition of fleet vehicles to lower-emission hybrid fuel vehicles as they reach the end of their leases.

SUSTAINABLE DELIVERY OF PUBLIC SCHOOL FACILITIES

To improve the sustainability performance of future schools energy and sustainability, standards were included in the Sustainable Development of Public School Facility Output Specifications. The Output Specifications for preschool to year 6 schools were endorsed on 28 June 2017.

As capital works are undertaken at ACT public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency and water conservation of these spaces. This includes solar passive design, natural ventilation, thermal comfort, lighting upgrades, solar tubes and roof insulation. Details of capital works completed in 2016-17 are found in Section C3.

EDUCATION SUPPORT OFFICE-BASED SUSTAINABILITY

Information on operational consumption of resources for the two main Education Support Office Sites at Braddon and Stirling is provided in Table B9.2. Costs for the school-based staff are met by the schools, therefore these sites are not reported in Table B9.2. These smaller sites are at Gilmore Primary School, Majura Primary School, Melrose High School, Wanniasa School – senior campus and the University of Canberra High School Kaleen. The Office of the Board of Senior Secondary Studies relocated from Lyons Early Childhood School to Callam Offices on 31 March 2017. Electricity, gas and water consumption information is not available for this small site and it has not been reported in Table B9.2.

TABLE B9.2: EDUCATION SUPPORT OFFICE-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2015-16 AND 2016-17

Indicator as at 30 June	Unit	2015-16	2016-17	Percentage change
Directorate/ public sector staff				
Occupancy – staff ¹	FTE	489	488	-0.2
Workplace Floor Area	Area (m ²)	6,628	5,904	-10.9
Stationary energy usage				
Electricity use	Kilowatt hours	754,349	738,043	-2.1
Natural gas use	Megajoules	2,106,967	2,950,617	40.0
Diesel		N/A	N/A	N/A
Transport fuel usage				
Electric Vehicles	Number	2	2	0.0
Hybrid Vehicles	Number	0	5	N/A ²
Other vehicles (that are not electric or hybrid)	Number	15	10	-33.3
Total number of vehicles	Number	17	17	0
Total kilometres travelled	Kilometres	138,342	154,751	11.9
Fuel use – Petrol	Kilolitres	1	3	200.0
Fuel use – Diesel	Kilolitres	9	8	-11.1
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Cubic Metres	N/A	N/A	N/A
Water Usage				
Water use ³	Kilolitres	1,323	2,526	90.9
Resource efficiency and waste				
Reams of paper purchased ⁴	Reams	7,500	5,206	-30.6
Recycled content of paper purchased ⁴	Percentage	100	94.57	-5.4
Waste to landfill	Litres	345,420	351,005	1.6
Co-mingled material recycled	Litres	80,834	122,940	52.1
Paper & Cardboard recycled (incl. secure paper) ⁵	Litres	200,760	306,540	52.7
Organic material recycled	Litres	1,423	1,188	-16.5
Greenhouse gas emissions				
Emissions from stationary energy use ⁶	Tonnes CO ₂ -e	688	595	-13.5
Emissions from transport	Tonnes CO ₂ -e	28	30	7.1
Total emissions	Tonnes CO₂-e	716	625	-12.7

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 1 September 2017) and SG Fleet Australia

Notes:

¹ Staff figure based on 2017-18 Budget Paper No. 3.

² Percentage change from 0 cannot be calculated. There was an absolute change from zero in 2015-16 to five in 2016-17.

³ Icon Water invoices between November 2015 and February 2017 were based on estimated consumption for the Hedley Beare Centre for Teaching and Learning.

⁴ Includes Office of the Board of Senior Secondary Studies and Teacher Quality Institute.

⁵ Increased recycling of cardboard and paper in 2016-17 due to the replacement of computer assets.

⁶ Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the April 2017 ACT Electricity Emissions Factor Report.

ENERGY CONSUMPTION AND GHG EMISSIONS

During the reporting year, electricity consumption at the two Education Support Office sites, Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon, decreased by 2.2 percent and gas consumption increased by 40 percent. Investigations are underway into this increase. Greenhouse gas (GHG) emissions from stationary energy were 595 tonnes of CO₂-e. This is a decrease of 13.5 percent from 2015-16.

The 176kW solar panel system at the Hedley Beare Centre for Teaching and Learning in Stirling was registered as a power station by the Clean Energy Regulator in December 2015 and provided approximately 27 percent of the site's annual energy requirement.

WATER CONSUMPTION

Water consumption at Hedley Beare Centre for Teaching and Learning totalled 2,525 kilolitres, which is an increase of 90.9 percent from 2015-16. In 2015-16 two of the four water meter readings were estimates and it is apparent that the estimates were low and did not reflect the actual water consumption at the site. In 2016-17 a confirmed meter reading has been undertaken and the reading is significantly higher than the previous estimates. This results in a very large relative increase which is not representative of an increased trend in consumption.

WASTE MANAGEMENT

The Education Support Office sites at Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon are accredited recyclers under the Actsmart business recycling program. Commitment to the program has increased the levels of recycling and increased the accuracy of measuring waste to landfill, paper recycling, co-mingled and organic waste.

TRANSPORT

The Directorate endorsed its Sustainable Transport Strategy in May 2016. Five diesel vehicles were replaced by five hybrid (electric/petrol) vehicles. The Directorate is also participating in the whole of government electric bike trial and two electric bikes were located at 220 Northbourne Avenue from 14 October 2016.

INTERACTIONS WITH THE COMMISSIONER FOR SUSTAINABILITY AND THE ENVIRONMENT

In 2016-17, the Directorate supported the Office of the Commissioner for Sustainability and the Environment in their Gap Analysis of the Carbon Neutral Government Framework. The Directorate contributed information on the way in which the Framework has been applied within schools and corporate facilities. This included details of the way in which the Framework has contributed to sustainability of schools, as well as some opportunities for improvement in the Framework.

PART C

PART C:
FINANCIAL
MANAGEMENT
REPORTING

C1. MANAGEMENT DISCUSSION AND ANALYSIS

GENERAL OVERVIEW

OBJECTIVES

The Education Directorate (the Directorate) prioritises quality education and childcare to shape every child and young person's future and to lay the foundation for lifelong development and learning. The Directorate works in partnership with students, parents and the community to ensure that every child and young person in the ACT will benefit from high quality, accessible education to position the ACT as the *Education Capital: Leading the Nation*.

This is being achieved by delivery and implementation of a broad range of services and activities under five key domains, namely:

- > Quality learning – ensuring learners have access to powerful and relevant learning experiences;
- > Inspirational teaching and leadership – building the capabilities of our teachers and leaders;
- > High expectations, high performance – having high expectations for all and meeting the learning needs of every student;
- > Connecting with families and the community – partnering with families and engaging with the community to build meaningful relationships; and
- > Business innovation and improvement – improving our business systems, and being open and accountable for our decisions.

In addition to the provision of public school education and early childhood education programs, the Directorate is responsible for the regulation of education and care services, registration of nongovernment schools and home education. On 22 January 2016, the vocational education and training functions transferred to the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) and on 1 July 2016 special needs transport services transferred to the Transport Canberra and City Services Directorate (TCCS).

RISK MANAGEMENT

The development of the Directorate's annual Strategic Risk Management and Audit Plan identified risks that could impact on the Directorate's operations and objectives. The key risks provided below are medium to long-term risks that are monitored by the Directorate's executive and senior management.

Key risks, including mitigation strategies, are identified below:

- > **Lack of organisational capability and capacity to implement complex reform programs.** The Directorate has a strong project management culture; has rigorous project management around complex reform programs (such as project planning for the Schools for All, Student Resource Allocation and Student Administration System reform programs) and has comprehensive corporate governance processes. In 2017, the Directorate established a Reform Program Board to strengthen governance and oversight of complex reform programs.
- > **Increase in security incidents occurring locally, national and internationally which have a direct impact on Canberra public school students, staff and the Directorate.** The Directorate annually reviews emergency management frameworks and plans. Evacuation and lock down exercises are undertaken on a regular basis. In 2016, the Directorate undertook work to improve emergency response in complex settings, including specialist schools. The Directorate has policies and procedures in place to support online safety for students.
- > **Increase in occupational violence.** In 2016 and 2017 the Directorate undertook a number of actions to continue to improve safety in the workplace, including hosting occupational violence risk workshops, raising awareness of workplace health and safety obligations of staff and delivery of refresher training for school principals. The Directorate has developed an ACT Education Directorate Managing Occupational Violence Policy and Plan for launch in July 2017.

- > **Misalignment between school and organisational effort and expectations of government and community.** The Directorate provides alignment through key strategic documents including the Directorate's Strategic Plan 2014-17: Education Capital: Leading the Nation and the 2017 Action Plan. Strategic plans are communicated to schools and the community, and schools are supported in ensuring alignment through system wide planning processes.
- > **Ageing school infrastructure that is not 'fit for purpose'.** The Directorate conducts strategic asset management planning; provides timely advice to government about risks and associated remediation options and has focused investment on core issues – such as heating and cooling systems and electrical works.
- > **Information management systems unable to support good decision making and compliance obligations.** The Directorate has a comprehensive set of frameworks, toolkits and manuals to support informed decision making and compliance. These include People, Practice and Performance (a framework for performance and accountability), the School Legal Information Manual, and the Director-General's Financial Instructions. In 2017, the Directorate launched a new portal on its website improving access to Directorate policies and procedures. The Directorate has developed an ACT Education Directorate Governance Guide for launch in August 2017.
- > **Workforce incapable to meet needs of modern and progressive education systems.** The Directorate has a comprehensive professional development planning process in place and provides professional learning opportunities to staff. For example, all Directorate staff are required to have a professional development plan. Professional learning is provided through external sources and internally through online training modules. Teachers are provided 20 hours (at a minimum) of training accredited through the ACT Teacher Quality Institute.

ACCOUNTING CHANGES

There were two significant accounting changes that impacted the 2016-17 financial statements. The changes are detailed below.

- > The Australian Accounting Standards Board (AASB) has amended the scope of AASB 124 Related Party Disclosures to include public sector entities. The objective of the standard is to ensure an entity's financial statements contain the disclosures necessary to draw attention to the possibility that its financial position and profit and loss may have been affected by the existence of related parties and transactions with such parties.
- > In 2016-17 the Directorate revalued its land, building and ground improvement assets as at 30 June 2017.

DIRECTORATE FINANCIAL PERFORMANCE

The Directorate has managed its operations within the 2016-17 budgeted appropriation. During the financial year, the Directorate achieved savings targets and internally managed cost pressures associated with increased enrolments including increases in numbers of students with a disability.

The table below provides a summary of the financial operations based on the audited financial statements for 2015-16 and 2016-17.

TABLE C1.1: NET COST OF SERVICES

Net Cost of Services	Actual 2016-17 \$m	Amended Budget ¹ 2016-17 \$m	Actual 2015-16 \$m
Total expenditure	728.9	733.9	729.2
Total own source revenue ²	42.2	41.6	42.4
Net cost of services	686.7	692.3	686.8

Notes

¹ The Amended Budget incorporates the transfer of special needs transport services to TCCS through a Section 16 Financial Instrument under the *Financial Management Act 1996*.

² Relates to Total Revenue excluding Controlled Recurrent Payments.

NET COST OF SERVICES

The Directorate's net cost of services for 2016-17 of \$686.7 million was \$5.6 million or 0.8 per cent lower than, and materially in line with the 2016-17 amended budget of \$692.3 million.

In comparison to 2015-16, the net cost of services in 2016-17 decreased by \$0.1 million. The net decrease is due to the transfer of vocational education and training functions to CMTEDD on 22 January 2016 and the transfer of special needs transport functions to TCCS offset by additional employee expenses associated with the *Teaching Staff Enterprise Agreement* and *Administrative and Other Staff Enterprise Agreement* and an increase in teacher numbers to meet enrolment growth.

OPERATING RESULT

In 2016-17, the operating deficit for the Directorate was \$58.6 million and was \$3.1 million or 5 per cent lower than the amended budget of \$61.7 million. The variance was primarily due to lower than anticipated employee provisions due to the application of a lower than budgeted rate to estimate the present value of employee liabilities. The operating deficit of \$58.6 million was \$1.6m or materially in line with the 2015-16 operating deficit of \$60.2 million.

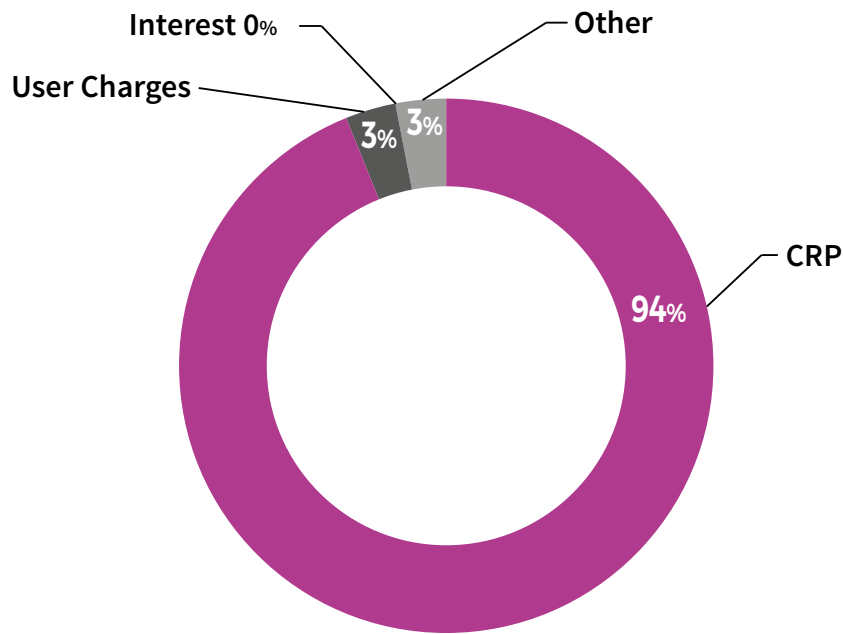
The 2016-17 total comprehensive surplus totalled \$82.0 million as a result of the revaluation of the Directorate's assets as at 30 June 2017. In line with ACT Government policy, the Directorate engages an independent valuer to revalue land, building and ground improvement assets every three years.

TOTAL REVENUE

COMPONENTS OF REVENUE

The Directorate's revenue for 2016-17 totalled \$670.3 million. The main source of revenue for the Directorate is Controlled Recurrent Payments which provided 94 per cent of the Directorate's Total Revenue.

FIGURE C1.1: COMPONENTS OF REVENUE 2016-17



Source: Education Directorate's 2016-17 Financial Statements.

The Directorate's revenue for 2016-17 (\$670.3 million) was materially in line with the amended budget (\$672.1 million). In comparison to the previous year, revenue increased by \$1.3 million or 0.2 per cent.

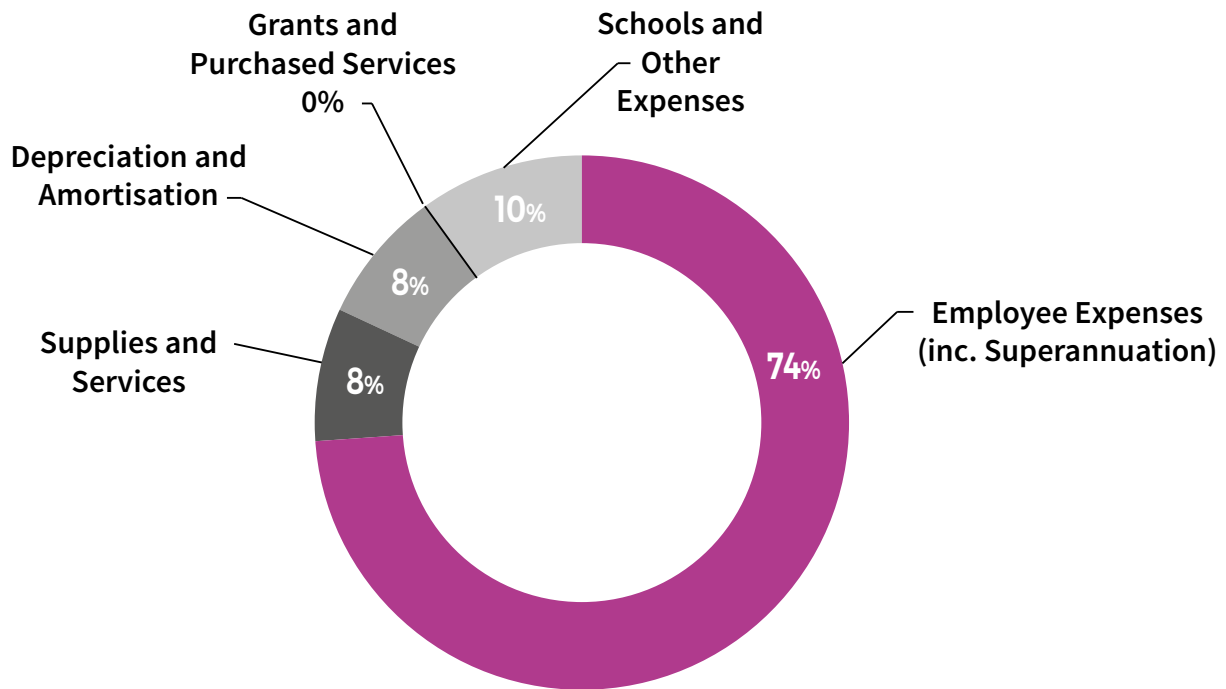
The increased revenue from 2015-16 is primarily due to additional funding received for increased wages associated with the enterprise agreements for teaching and non-teaching staff combined with increased funding for enrolment growth and Commonwealth grants. These increases were partially offset by the transfer of vocational education and training functions to CMTEDD on 22 January 2016 and the transfer of special needs transport services to TCCS on 1 July 2016.

TOTAL EXPENSES

COMPONENTS OF EXPENSES

Expenses for the Directorate totalled \$728.9 million for 2016-17. As shown in Figure C1.2, the main component of expenses is employee expenses, including superannuation, comprising 74 per cent of total expenses.

FIGURE C1.2: COMPONENTS OF EXPENDITURE 2016-17



Source: Education Directorate's 2016-17 Financial Statements

In 2016-17, total expenses at \$728.9 million were \$5.0 million or 0.7 per cent lower than the amended budget of \$733.9 million primarily related to lower than anticipated employee provisions due to the application of a lower than budgeted rate to estimate the present value of employee liabilities.

Total expenses were \$0.3 million lower than the previous year (\$729.2 million). The decrease mainly relates to the transfer of vocational education and training functions to CMTEDD on 22 January 2016 and the transfer of special needs transport functions to TCCS on 1 July 2016. The decrease was largely offset by additional employee expenses associated with new enterprise agreements for teaching and non-teaching staff and enrolment growth.

TABLE C1.2: LINE ITEM EXPLANATION OF SIGNIFICANT VARIANCES FROM THE AMENDED BUDGET – CONTROLLED OPERATING STATEMENT

Variance from Budget	Actual 2016-17 \$m	Amended Budget 2016-17 \$m ¹	Variance \$m ²
Revenue			
Controlled Recurrent Payments	628.1	630.6	(2.5)
User charges	18.5	18.0	0.5
Interest and distribution from investments	1.2	1.5	(0.3)
Resources received free of charge	0.6	0.6	(0.0)
Other revenue	21.9	21.4	0.5
Total Revenue²	670.3	672.1	(1.8)

Variance from Budget	Actual 2016-17 \$m	Amended Budget 2016-17 \$m ¹	Variance \$m ²
Expenses			
Employee expenses	469.7	469.9	(0.2)
Superannuation expenses	69.4	70.0	(0.6)
Supplies and services ³	55.6	62.2	(6.6)
Depreciation	61.8	59.9	1.9
Grants and purchased services ⁴	2.7	6.1	(3.4)
Other ⁵	69.7	65.8	3.9
Total Expenses²	728.9	733.9	(5.0)

Notes:

¹ The Amended Budget incorporates the transfer of special needs transport functions to TCCS on 1 July 2016.

² Figures may not add due to rounding.

³ The lower than budgeted supplies and services expenses mainly relates to capitalisation of some recurrent expenditure associated with works in schools as well as rollovers into 2017-18.

⁴ Lower than anticipated grants and purchased services primarily relates to the reclassification of costs associated with the National Disability Insurance Scheme (NDIS) to other expenses as well as rollovers into 2017-18.

⁵ Higher than anticipated other expenses mainly relates to the reclassification of costs associated with the NDIS from grants and purchased services.

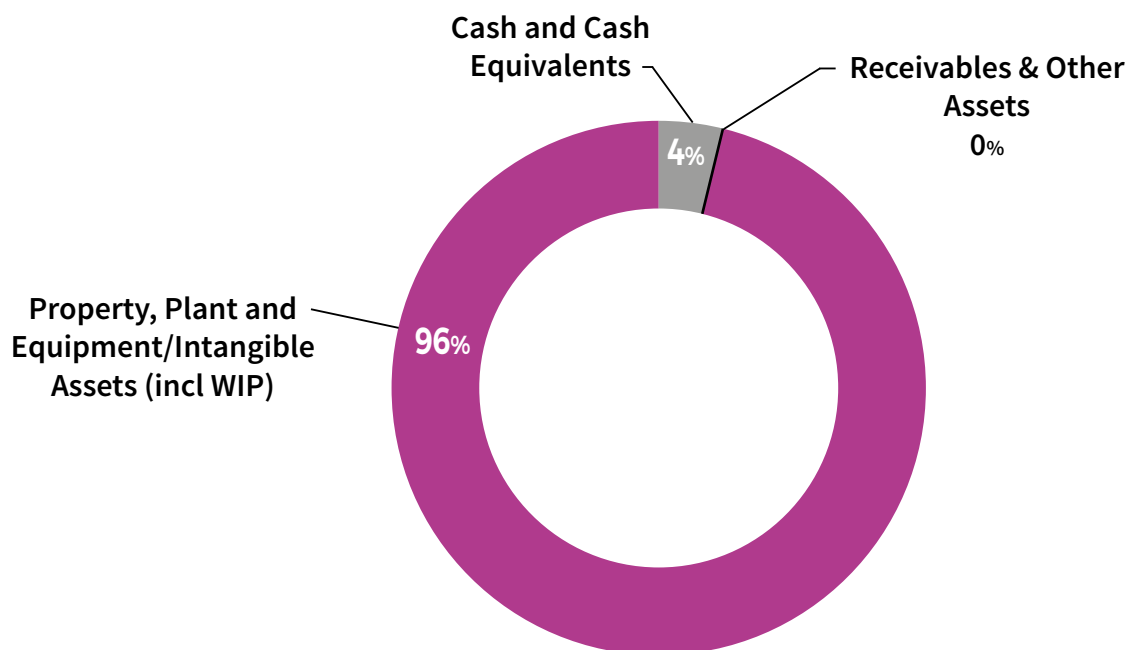
FINANCIAL POSITION

TOTAL ASSETS

Components of Total Assets

The Directorate held 96 per cent of its assets in property, plant and equipment including capital works in progress and 4 per cent related to cash and cash equivalents, receivables and other current assets.

FIGURE C1.3: TOTAL ASSETS AT 30 JUNE 2017



Source: Education Directorate's 2016-17 Financial Statements.

Comparison to Budget

At 30 June 2017, the Directorate's assets totalled \$2.0 billion, which was \$119.0 million or 6.3 per cent higher than the amended budget. This is primarily related to the revaluation increment of the Directorate's assets as at 30 June 2017. This was partially offset by the rollover of funds for some capital works projects to 2017-18.

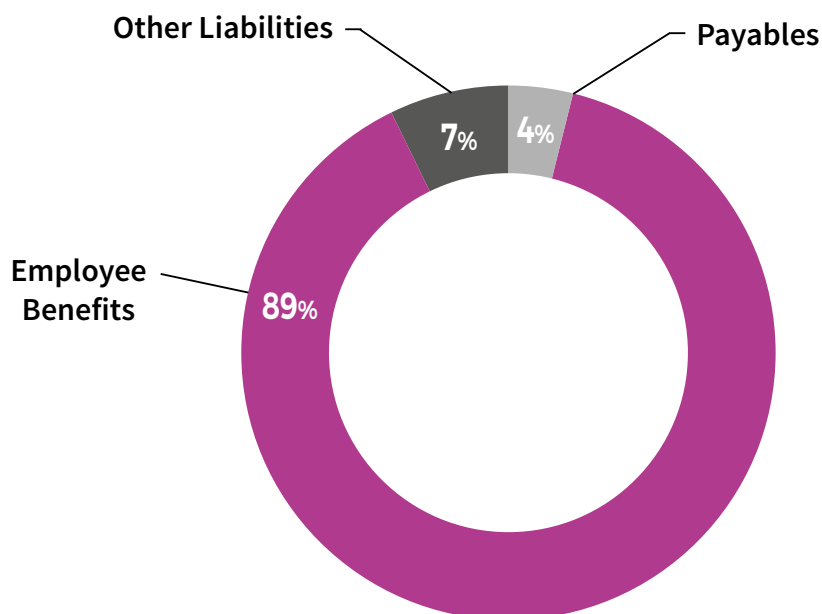
In comparison to 30 June 2016, total assets increased by \$105.4 million or 5.6 per cent primarily due to the revaluation increment for land, buildings and improvements to land.

FINANCIAL POSITION

Components of Total Liabilities

The Directorate's liabilities comprised employee benefits, payables and other liabilities. The majority of the Directorate's liabilities related to employee benefits (89 per cent).

FIGURE C1.4: TOTAL LIABILITIES AT 30 JUNE 2017



Source: Education Directorate's 2016-17 Financial Statements.

At 30 June 2017, the Directorate's liabilities totalled \$161.8 million. This was \$7.5 million or 4.9 per cent higher than the amended budget of \$154.3 million primarily related to an increase in employee benefits due to an increase in the rate used to estimate the present value of long service leave payments.

In comparison to 30 June 2016, total liabilities decreased by \$2.5 million or 1.5 per cent primarily relating to a decrease in employee benefits due to a lower rate used to estimate the present value of long service leave payments. The decrease was partially offset by the impact of wages and salaries increases.

CURRENT ASSETS TO CURRENT LIABILITIES

At 30 June 2017, the Directorate's current assets (\$82.8 million) were lower than its current liabilities (\$146.6 million). The Directorate does not consider this as a liquidity risk as cash needs are funded through appropriation from the ACT Government on a cash needs basis.

The Directorate's current liabilities primarily relate to employee benefits, and while the majority are classified under a legal entitlement as current, the estimated amount payable within 12 months is significantly lower and can be met with current assets. In addition, in the event of high termination levels requiring significant payment for leave balances, the Directorate is able to meet its obligations by seeking additional appropriation under Section 16A of the *Financial Management Act 1996*.

TABLE C1.3: LINE ITEM EXPLANATION OF SIGNIFICANT VARIANCES FROM THE AMENDED BUDGET - CONTROLLED BALANCE SHEET

Variance from budget	Actual 30 June 2017 \$m	Amended Budget 30 June 2017 \$m ¹	Variance \$m ²
Current assets			
Cash and cash equivalents ³	77.8	63.9	13.9
Receivables ⁴	2.9	5.1	(2.2)
Investments	0.3	0.3	-
Other Assets	1.9	0.9	1.0
Total current assets	82.9	70.2	12.7
Non-current assets			
Investment	1.9	1.9	-
Property, plant and equipment and intangible assets (including capital works in progress) ⁵	1,916.1	1,809.7	106.4
Total non-current assets	1,918.0	1,811.6	106.4
Total assets²	2,000.8	1,881.7	119.0

Variance from budget	Actual 30 June 2017 \$m	Amended Budget 30 June 2017 \$m ¹	Variance \$m ²
Current liabilities			
Payables ⁶	7.1	5.3	1.7
Employee benefits ⁷	132.8	127.5	5.2
Other	6.8	4.8	2.0
Total current liabilities	146.7	137.6	8.9
Non-current liabilities			
Employee benefits	11.2	12.6	(1.4)
Other borrowings	4.0	3.9	-
Total non-current liabilities	15.2	16.5	(1.4)
Total liabilities²	161.8	154.3	7.5

Notes:

¹ There were no changes to the original budget that impacted balance sheet items.

² Figures may not add due to rounding.

³ Primarily related to extra cash held for the schools administration system ICT project.

⁴ Primarily relates to lower than budgeted goods and services tax receivable from the Australian Taxation Office.

⁵ Primarily due to the revaluation of the Directorate's land, buildings and ground improvement assets in 2016-17 that resulted in an increase in asset value.

⁶ Primarily relates to higher than budgeted capital works payables at year-end.

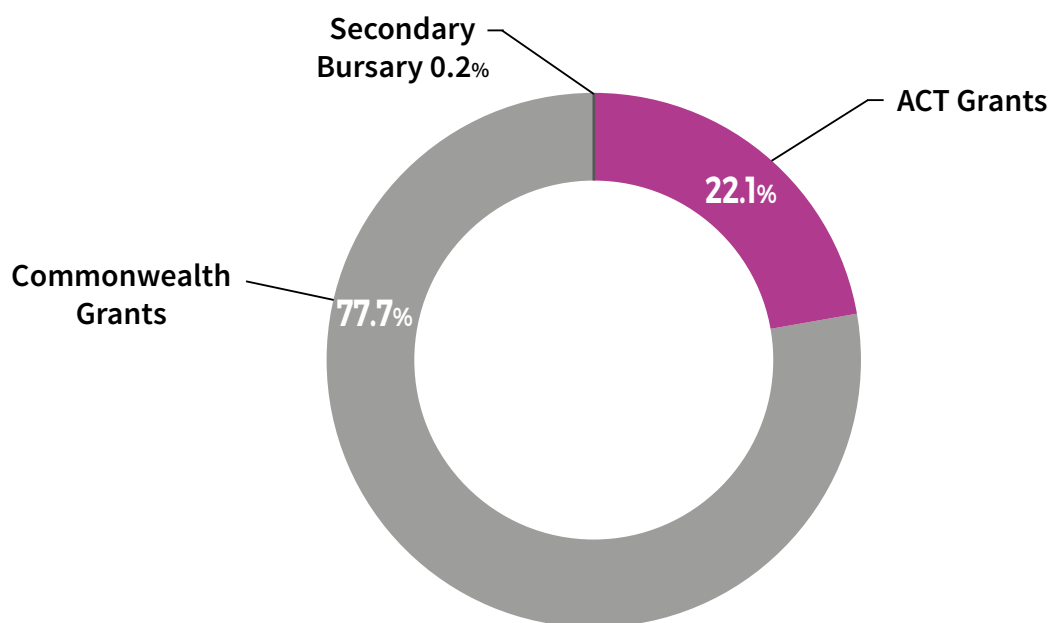
⁷ Primarily due to a higher than anticipated rate used to estimate the present value of long service leave and annual leave liabilities.

TERRITORIAL STATEMENT OF REVENUE AND EXPENSES

TERRITORIAL REVENUE

Total income received included revenue for expenses on behalf of the Territory, primarily for the provision of grants to non-government schools.

FIGURE C1.5: SOURCES OF TERRITORIAL REVENUE



Source: Education Directorate's 2016-17 Financial Statements.

Territorial revenue is mainly comprised of funding for non-government schools from the Commonwealth and ACT Government. It also included ACT Government funding for the Secondary Bursary Scheme.

Territorial revenue totalled \$272.7 million in 2016-17, which was \$5 million or 1.8 per cent lower than budget of \$277.7 million. The reduced revenue primarily related to ACT Government grants due to lower than forecast enrolment levels in non-government schools.

When compared to the same period last year, total revenue increased by \$12.7 million or 4.9 per cent primarily due to higher levels of general recurrent grants for non-government schools reflecting the impact of increased Commonwealth and ACT Government grants in accordance with the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement's 'Schooling Resource Standard'.

TERRITORIAL EXPENSES


Territorial expenses primarily comprised of grant payments to non-government schools (\$272.0 million). It also included ACT Government funding for the Bursary Scheme (\$0.7 million). Territorial expenses in 2016-17 were \$5 million or 1.8 per cent lower than budget. The reduced expenditure primarily related to ACT Government grants due to lower than forecast enrolment levels in non-government schools.

When compared to the same period last year, total expenses increased by \$12.7 million or 4.9 per cent primarily due to higher levels of general recurrent grants for non-government schools reflecting the impact of increased Commonwealth and ACT Government grants in accordance with the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement's 'Schooling Resource Standard'.

For more information contact:
Chief Finance Officer
Strategic Finance
Telephone: (02) 6205 2685

C2. EDUCATION DIRECTORATE FINANCIAL STATEMENTS 2016-17



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

Sensitive: Auditor-General

A17/06

Ms Natalie Howson
Director-General
Education Directorate
Level 6, 220 Northbourne Avenue
BRADDON ACT 2612

Dear Ms Howson

**AUDIT REPORT - EDUCATION DIRECTORATE
FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2017**

The Audit Office has completed the audit of the financial statements of the Education Directorate for the year ended 30 June 2017.

I have attached the audited financial statements and an unqualified audit report.

I have provided a copy of the financial statements and audit report to the Minister for Education and Early Childhood Development, Ms Yvette Berry MLA.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. Cooper'.

Dr Maxine Cooper
Auditor-General

31 August 2017

c.c. Ms Carol Lilley, Chair, Audit Committee
Mr Mark Whybrow, Chief Finance Officer
Ms Megan Young, Chief Internal Auditor

INDEPENDENT AUDIT REPORT**EDUCATION DIRECTORATE****To the Members of the ACT Legislative Assembly****Audit opinion**

I am providing an **unqualified audit opinion** on the financial statements of Education Directorate (the Directorate) for the year ended 30 June 2017. These comprise the following financial statements and accompanying notes:

- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, cash flow statement and statement of appropriation.
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, cash flow statement on behalf of the Territory and Territorial statement of appropriation.

In my opinion, the financial statements:

- (i) are presented in accordance with the *Financial Management Act 1996*, Australian Accounting Standards and other mandatory financial reporting requirements in Australia; and
- (ii) present fairly the financial position of the Directorate and results of its operations and cash flows.

Basis for the audit opinion

The audit was conducted in accordance with the Australian Auditing Standards. I have complied with the requirements of the Accounting Professional and Ethical Standards 110 *Code of Ethics for Professional Accountants*.

I believe that sufficient evidence was obtained during the audit to provide a basis for the audit opinion.

Responsibility for preparing and fairly presenting the financial statements

The Director-General of the Directorate is responsible for:

- preparing and fairly presenting the financial statements in accordance with the *Financial Management Act 1996* and relevant Australian Accounting Standards;
- determining the internal controls necessary for the preparation and fair presentation of financial statements so that they are free from material misstatements, whether due to error or fraud; and
- assessing the ability of the Directorate to continue as a going concern and disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting in preparing the financial statements.

Responsibility for the audit of the financial statements

Under the *Financial Management Act 1996*, the Auditor-General is responsible for issuing an audit report that includes an independent audit opinion on the financial statements of the Directorate.

As required by Australian Auditing Standards, the auditors:

- applied professional judgement and maintained scepticism;
- identified and assessed the risks of material misstatements due to error or fraud and implemented procedures to address these risks so that sufficient evidence was obtained to form an audit opinion. The risk of not detecting material misstatements due to fraud is higher than the risk due to error, as fraud may involve collusion, forgery, intentional omissions or misrepresentations or the override of internal controls;
- obtained an understanding of internal controls to design audit procedures for forming an audit opinion;
- evaluated accounting policies and estimates used to prepare the financial statements and disclosures made in the financial statements;
- evaluated the overall presentation and content of the financial statements, including whether they present the underlying transactions and events in a manner that achieves fair presentation;
- reported the scope and timing of the audit and any significant deficiencies in internal controls identified during the audit to the Director-General; and
- assessed the going concern* basis of accounting used in the preparation of the financial statements.

(*Where the auditor concludes that a material uncertainty exists which cast significant doubt on the appropriateness of using the going concern basis of accounting, the auditor is required to draw attention in the audit report to the relevant disclosures in the financial statements or, if such disclosures are inadequate, the audit opinion is to be modified. The auditor's conclusions on the going concern basis of accounting are based on the audit evidence obtained up to the date of this audit report. However, future events or conditions may cause the entity to cease to continue as a going concern.)

Limitations on the scope of the audit

An audit provides a high level of assurance about whether the financial statements are free from material misstatements, whether due to fraud or error. However, an audit cannot provide a guarantee that no material misstatements exist due to the use of selective testing, limitations of internal control, persuasive rather than conclusive nature of audit evidence and use of professional judgement in gathering and evaluating evidence.

An audit does not provide assurance on the:

- reasonableness of budget information included in the financial statements;
- prudence of decisions made by the Directorate;
- adequacy of controls implemented by the Directorate; or
- integrity of audited financial statements presented electronically or information hyperlinked to or from the financial statements. Assurance can only be provided for the printed copy of the audited financial statements.



Dr Maxine Cooper
Auditor-General

31 August 2017

Education Directorate

Financial Statements

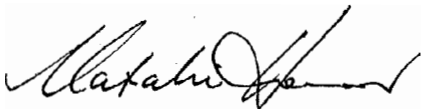
For the Year Ended

30 June 2017

**Education Directorate
Financial Statements
For the Year Ended 30 June 2017**

Statement of Responsibility

In my opinion, the financial statements are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2017 and the financial position of the Directorate on that date.

A handwritten signature in black ink, appearing to read 'Natalie Howson', with a stylized flourish at the end.


Natalie Howson
Director-General
Education Directorate

31 August 2017

**Education Directorate
Financial Statements
For the Year Ended 30 June 2017**

Statement by the Chief Finance Officer

In my opinion, the financial statements have been prepared in accordance with the Australian Accounting Standards, and are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2017 and the financial position of the Directorate on that date.



Mark Whybrow
Chief Finance Officer
Education Directorate

31 August 2017

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
30 JUNE 2017**

**Education Directorate
Operating Statement
For the Year Ended 30 June 2017**

	Note No.	Actual 2017 \$'000	Original Budget 2017 \$'000	Actual 2016 \$'000
Income				
<i>Revenue</i>				
Controlled Recurrent Payments	4	628,063	637,052	626,616
User Charges	5	18,478	18,040	18,192
Interest	6	1,128	1,396	1,237
Distribution from Investments with the Territory Banking Account	7	90	84	71
Resources Received Free of Charge	8	595	649	621
Other Revenue	9	21,942	21,386	22,203
Total Revenue		670,296	678,607	668,940
<i>Gains</i>				
Gains on Investments	10	-	22	37
Total Gains		-	22	37
Total Income		670,296	678,629	668,977
Expenses				
Employee Expenses	11	469,676	470,037	466,615
Superannuation Expenses	12	69,419	70,045	65,277
Supplies and Services	13	55,559	68,555	58,234
Depreciation and Amortisation	14	61,838	59,904	60,505
Grants and Purchased Services	15	2,709	6,057	10,893
School and Other Expenses	16	69,681	65,767	67,657
Total Expenses		728,882	740,365	729,181
Operating (Deficit)		(58,586)	(61,736)	(60,204)
Other Comprehensive Income				
Increase in Asset Revaluation Surplus	29	140,553	-	-
Total Other Comprehensive Income		140,553	-	-
Total Comprehensive Surplus / (Deficit)		81,967	(61,736)	(60,204)

The above Operating Statement should be read in conjunction with the accompanying notes.

**Education Directorate
Balance Sheet
As at 30 June 2017**

	Note	Actual	Original	Actual
	No.	2017	Budget	2016
		\$'000	\$'000	\$'000
Current Assets				
Cash and Cash Equivalents	19	77,819	63,873	80,837
Receivables	20	2,866	5,093	3,267
Investments	21	261	260	260
Other Assets	25	1,859	897	1,457
Total Current Assets		82,805	70,123	85,821
Non-Current Assets				
Investments	21	1,860	1,897	1,912
Property, Plant and Equipment	22	1,906,347	1,782,161	1,804,207
Intangible Assets	23	1,257	622	977
Capital Works in Progress	24	8,494	26,918	2,449
Total Non-Current Assets		1,917,958	1,811,598	1,809,545
Total Assets		2,000,763	1,881,721	1,895,366
Current Liabilities				
Payables	26	7,058	5,312	4,540
Employee Benefits	27	132,769	127,520	136,066
Other Liabilities	28	6,804	4,847	7,282
Total Current Liabilities		146,631	137,679	147,888
Non-Current Liabilities				
Employee Benefits	27	11,189	12,633	12,053
Other Liabilities	28	3,967	3,938	4,386
Total Non-Current Liabilities		15,156	16,571	16,439
Total Liabilities		161,787	154,250	164,327
Net Assets		1,838,976	1,727,471	1,731,039
Equity				
Accumulated Funds		833,088	862,136	865,704
Asset Revaluation Surplus	29	1,005,888	865,335	865,335
Total Equity		1,838,976	1,727,471	1,731,039

The above Balance Sheet should be read in conjunction with the accompanying notes.

**Education Directorate
Statement of Changes in Equity
For the Year Ended 30 June 2017**

		Accumulated Funds Actual 2017 \$'000	Asset Revaluation Surplus Actual 2017 \$'000	Total Equity Actual 2017 \$'000	Original Budget 2017 \$'000
	Note No.				
Balance at 1 July 2016		865,704	865,335	1,731,039	1,731,521
Comprehensive Income					
Operating (Deficit)		(58,586)	-	(58,586)	(61,736)
Increase in the Asset Revaluation Surplus	29	-	140,553	140,553	-
Total Comprehensive (Deficit)/Income		(58,586)	140,553	81,967	(61,736)
Transactions Involving Owners Affecting Accumulated Funds					
Capital Injections		25,970	-	25,970	57,686
Total Transactions Involving Owners Affecting Accumulated Funds		25,970	-	25,970	57,686
Balance at 30 June 2017		833,088	1,005,888	1,838,976	1,727,471

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Education Directorate
Statement of Changes in Equity - Continued
For the Year Ended 30 June 2017

		Accumulated Funds Actual 2016 \$'000	Asset Revaluation Surplus Actual 2016 \$'000	Total Equity Actual 2016 \$'000
	Note No.			
Balance at 1 July 2015		878,335	865,335	1,743,670
Comprehensive Income				
Operating (Deficit)		(60,204)	-	(60,204)
Total Comprehensive (Deficit)		(60,204)	-	(60,204)
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections		48,315	-	48,315
Net Assets transferred out as part of an Administrative Restructure	30	(742)	-	(742)
Total Transactions Involving Owners Affecting Accumulated Funds		47,573	-	47,573
Balance at 30 June 2016		865,704	865,335	1,731,039

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

**Education Directorate
Cash Flow Statement
For the Year Ended 30 June 2017**

		Actual	Original	
	Note	2017	Budget	Actual
	No.	\$'000	2017	2016
		\$'000	\$'000	\$'000
Cash Flows from Operating Activities				
Receipts				
Controlled Recurrent Payments		628,063	637,052	626,616
User Charges		19,054	18,040	19,491
Interest Received		1,128	1,396	1,243
Distribution from Investments with the Territory Banking Account		88	84	71
Schools and Other		21,230	21,386	23,514
Goods and Services Tax Received		16,331	17,974	17,891
Total Receipts from Operating Activities		685,894	695,932	688,826
Payments				
Employees		474,238	466,524	465,001
Superannuation		69,128	70,045	67,806
Supplies and Services		53,321	67,574	57,839
Grants and Purchased Services		2,709	6,057	13,239
Schools and Other		69,961	66,000	66,168
Goods and Services Tax Paid		16,319	17,974	16,324
Total Payments from Operating Activities		685,676	694,174	686,377
Net Cash Inflows from Operating Activities	36	218	1,758	2,449
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		180	-	1
Payments				
Purchase of Property, Plant and Equipment		28,968	59,827	53,301
Net Cash (Outflows) from Investing Activities		(28,788)	(59,827)	(53,300)
Cash Flows from Financing Activities				
Receipts				
Capital Injections		25,970	57,686	48,315
Loan Proceeds		-	-	2,591
Payments				
Repayment of Loan		418	435	794
Net Cash Inflows from Financing Activities		25,552	57,251	50,112
Net (Decrease) in Cash and Cash Equivalents Held		(3,018)	(818)	(739)
Cash and Cash Equivalents at the Beginning of the Reporting Period		80,837	64,691	81,576
Cash and Cash Equivalents at the End of the Reporting Period	36	77,819	63,873	80,837

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Education Directorate
Summary of Directorate Output Classes
For the Year Ended 30 June 2017

	Output Class 1 \$'000	Output Class 2 \$'000	Output Class 3 ¹ \$'000	Total \$'000
2017				
Total Income	666,819	3,477	-	670,296
Total Expenses	725,042	3,840	-	728,882
Operating (Deficit)	(58,223)	(363)	-	(58,586)
2016				
Total Income	653,114	3,287	12,576	668,977
Total Expenses	(712,922)	(3,341)	(12,918)	(729,181)
Operating (Deficit)	(59,808)	(54)	(342)	(60,204)

1. The responsibility for VET functions (Output Class 3) associated with this output transferred to CMTEDD from 22 January 2016 following changes to Administrative Arrangements.

Education Directorate
Operating Statement for Output Class 1 - Public School Education
For the Year Ended 30 June 2017

Description

This output contributes to the provision of preschool, primary, high, secondary and special school education in public schools to all enrolled students, and regulation of education and care services.

	Actual 2017 \$'000	Original Budget 2017 \$'000	Actual 2016 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	624,878	633,839	611,265
User Charges	18,460	17,994	17,970
Interest	1,123	1,396	1,226
Distribution from Investments with the Territory Banking Account	90	83	71
Resources Received Free of Charge	592	644	604
Other Revenue	21,676	21,026	21,941
<i>Total Revenue</i>	666,819	674,982	653,077
<i>Gains</i>			
Gains on Investments	-	22	37
<i>Total Gains</i>	-	22	37
Total Income	666,819	675,004	653,114
Expenses			
Employee Expenses	467,766	468,525	461,050
Superannuation Expenses	69,137	69,790	64,499
Supplies and Services	54,547	67,434	55,921
Depreciation and Amortisation	61,726	59,721	60,267
Grants and Purchased Services	2,197	5,320	5,955
Other Expenses	69,669	65,767	65,230
Total Expenses	725,042	736,557	712,922
Operating (Deficit)	(58,223)	(61,553)	(59,808)

Education Directorate
Operating Statement for Output Class 2 - Non Government Education
For the Year Ended 30 June 2017

Description

This output contributes to the maintenance of standards in non-government schools and home education through compliance and registration, accreditation and certification of senior secondary courses, support and liaison with the non-government sector, administration and payment of Commonwealth Government and Territory grants for the non-government sector and the conduct of an annual non-government schools census.

	Actual 2017 \$'000	Original Budget 2017 \$'000	Actual 2016 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	3,185	3,213	2,787
User Charges	18	46	222
Interest	5	-	7
Distribution from Investments with the Territory Banking Account	-	1	-
Resources Received Free of Charge	3	5	17
Other Revenue	266	360	254
<i>Total Revenue</i>	<u>3,477</u>	<u>3,625</u>	<u>3,287</u>
Total Income	<u>3,477</u>	<u>3,625</u>	<u>3,287</u>
Expenses			
Employee Expenses	1,910	1,512	1,690
Superannuation Expenses	282	255	236
Supplies and Services	1,012	1,121	1,013
Depreciation and Amortisation	112	183	87
Grants and Purchased Services	512	737	306
Other Expenses	12	-	9
Total Expenses	<u>3,840</u>	<u>3,808</u>	<u>3,341</u>
Operating (Deficit)	<u><u>(363)</u></u>	<u><u>(183)</u></u>	<u><u>(54)</u></u>

Education Directorate

Operating Statement for Output Class 3 - Vocational Education and Training

For the Year Ended 30 June 2017

Description

This output contributes to the planning, funding, managing and reporting services for Vocational Education and Training opportunities (VET), programs and initiatives in the ACT.

	Actual 2017 \$'000	Original Budget 2017 \$'000	Actual 2016 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	-	-	12,564
Interest	-	-	4
Other Revenue	-	-	8
<i>Total Revenue</i>	-	-	12,576
Total Income	-	-	12,576
Expenses			
Employee Expenses	-	-	3,875
Superannuation Expenses	-	-	542
Supplies and Services	-	-	1,300
Depreciation and Amortisation	-	-	151
Grants and Purchased Services	-	-	6,940
Other Expenses	-	-	110
Total Expenses	-	-	12,918
Operating (Deficit)	-	-	(342)

The responsibility for VET functions associated with this output was transferred to Chief Minister Treasury and Economic Development Directorate (CMTEDD) from 22 January 2016 following changes to Administrative Arrangements.

**Education Directorate
Controlled Statement of Appropriation
For the Year Ended 30 June 2017**

	Note No.	Original Budget 2017 \$'000	Total Appropriated 2017 \$'000	Appropriation Drawn 2017 \$'000	Appropriation Drawn 2016 \$'000
Controlled					
Controlled Recurrent Payments	4	637,052	632,973	628,063	626,616
Capital Injections		57,686	64,030	25,970	48,315
Total Controlled Appropriation		694,738	697,003	654,033	674,931

The above Controlled Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers. This amount also appears in these financial statements, in the Cash Flow Statement.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Cash Flow Statement.

Variances between 'Original Budget' and 'Total Appropriated'

Controlled Recurrent Payments

The difference between the Original Budget and Total Appropriated is due mainly to the transfer of special needs transport functions to the Transport Canberra and City Services Directorate (\$6.512 million), partially offset by increased Commonwealth funding relating to Students First (recurrent) grants (\$1.336 million).

Capital Injections

The difference between the Original Budget and Total Appropriated relates to the transfer of funds from 2015-16 (\$5.619m) mainly associated with the Better Infrastructure Fund and the Supporting our School System – Improving ICT project, combined with increased Commonwealth Grants for the Trade Training Centres (\$0.725m) national partnership.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Controlled Recurrent Payments

The difference between the Total Appropriated and the Appropriation Drawn relates to funds transferred to 2017-18 (\$4.600m) and lower than budgeted Commonwealth Grants (\$0.310m). Funds transferred to 2017-18 included transfers associated with professional development funds and early childhood scholarships.

Capital Injections

The difference between the Total Appropriated and the Appropriation Drawn of \$38.060m mainly relates to the transfer of funds to 2017-18 (\$37.060m). The transfer of funds primarily relates to delays in the tender and design process for the Modernising Belconnen High School project and minor delays in the Schools for the Future - North Gungahlin and Molonglo project.

EDUCATION DIRECTORATE CONTROLLED NOTE INDEX

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EDUCATION DIRECTORATE CONTROLLED NOTE INDEX – CONTINUED

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Education Directorate

Notes to and Forming Part of the Financial Statements

For the Year Ended 30 June 2017

NOTE 1. OBJECTIVES OF THE DIRECTORATE

Operations and Principal Activities

The Education Directorate (the Directorate) works in partnership with students, parents and the community to ensure that every child, young person and adult in the ACT will benefit from a high quality, accessible education, childcare and training system. The Directorate works closely with government agencies, education and training providers, business and industry to position the ACT as the *Education Capital: Leading the Nation*.

Services of the Directorate include the provision of public school education, regulation of education and care services and registration of non-government schools and home education.

The Directorate aims to lift student achievement through connected and inclusive learning across all sectors of the education system combined with a focus on quality learning; inspirational teaching and leadership; high expectations, high performance; connecting with families and the community; and business innovation and improvement.

Vocational Education and Training functions transferred to the Chief Minister Treasury and Economic Development Directorate (CMTEDD) on 22 January 2016 following changes to Administrative Arrangements. From this date the Directorate's name changed from the Education and Training Directorate to the Education Directorate.

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES

Refer to the following appendices for the notes comprising significant accounting policies and other explanatory information.

Appendix A - Basis of Preparation of the Financial Statements

Appendix B – Significant Accounting Policies

Appendix C – Impact of Accounting Standards Issued But Yet to be Applied

NOTE 3. CHANGE IN ACCOUNTING ESTIMATES

Refer to Appendix D – Change in Accounting Estimates.

NOTE 4. CONTROLLED RECURRENT PAYMENTS

	2017 \$'000	2016 \$'000
Revenue from ACT Government		
Controlled Recurrent Payments ¹	628,063	626,616
Total	628,063	626,616

1. The increase primarily relates to additional funding for pay increases associated with the teaching staff enterprise agreement and administrative and other staff enterprise agreements and enrolment increases in public schools. The increase is partially offset by the transfer of the special needs transport services to the Transport Canberra and City Services Directorate on 1 July 2016 and the transfer of Vocational Education and Training (VET) functions to CMTEDD on 22 January 2016.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 5. USER CHARGES

	2017 \$'000	2016 \$'000
User Charges - ACT Government		
User Charges - ACT Government	534	666
Total	534	666
User Charges - Non-ACT Government		
International Private Students Program ¹	9,995	9,002
Active Leisure Centre ²	2,982	3,059
Hire of Facilities and Recreational Activities ²	612	508
Commonwealth National Agreements	3,729	3,694
Commonwealth Own Purpose Payments (COPE) / Specific Projects ³	467	1,167
Other	159	96
Total	17,944	17,526
Total User Charges for Goods and Services	18,478	18,192

1. The increase mainly relates to higher numbers of international student enrolments.
2. The user charges received in relation to the Active Leisure Centre and hire of school facilities have been separately identified to provide a more detailed breakdown of non-ACT Government user charges.
3. The decrease primarily relates to funding for Defence School Transition Aides being paid directly to schools in 2016-17. Therefore Defence School Transition Aides is reflected as Schools Revenue – refer to **Note 9 – Other Revenue**.

NOTE 6. INTEREST

Interest		
Interest earned from Schools Bank Accounts and Other Cash Held ¹	1,128	1,237
Total	1,128	1,237

1. The decrease primarily relates to lower average interest rates on school bank accounts.

NOTE 7. DISTRIBUTION FROM INVESTMENTS WITH THE TERRITORY BANKING ACCOUNT

Revenue from ACT Government Entities		
Distribution from Investments with the Territory Banking Account	90	71
Total	90	71

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 8. RESOURCES RECEIVED FREE OF CHARGE

This relates to legal advice and other legal services provided by the ACT Government Solicitor's Office.

	2017 \$'000	2016 \$'000
Revenue from ACT Government Entities		
Resources Received Free of Charge	595	621
Total	595	621

NOTE 9. OTHER REVENUE

Mainly comprises schools revenue relating to voluntary contributions, fund raising revenue and excursion funds.

Other Revenue		
School Revenue	20,875	20,939
ACT Teacher Quality Institute – Teacher Registration Fees	864	803
Other	203	461
Total	21,942	22,203

NOTE 10. GAINS ON INVESTMENTS

Gains on Investments		
Unrealised Gains on Investments with the Territory Banking Account ¹	-	37
Total	-	37

1. The value of the Directorate's investments with the Territory Banking Account reduced in 2016-17. The 2016-17 loss is included in **Note 16 - School and Other Expenses**.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 11. EMPLOYEE EXPENSES

	2017	2016
	\$'000	\$'000
Wages and Salaries ¹	464,117	436,871
Movement in Employee Benefits ²	(6,383)	17,524
Workers' Compensation Insurance Premium	11,942	12,220
Total	469,676	466,615

1. The increase is mainly due to wage increases provided through the enterprise agreement for teaching and non teaching staff combined with student enrolment increases.
2. The decrease is primarily due to a reduction in the rate used to calculate the present value of future long service leave payments. Refer **Note 27 – Employee Benefits**.

NOTE 12. SUPERANNUATION EXPENSES

Superannuation Contributions to the Territory Banking Account	33,549	33,964
Productivity Benefit	4,684	4,782
Superannuation Payment to ComSuper (for the PSSAP)	1,262	1,267
Superannuation to External Providers ¹	29,924	25,264
Total	69,419	65,277

1. The increase is mainly due to wage increases provided through the enterprise agreement for teaching and non-teaching staff combined with increased staff utilising external superannuation providers following the closure of the Public Sector Superannuation Scheme, the Commonwealth Superannuation Scheme and the Public Sector Superannuation Accumulation Plan to new entrants.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 13. SUPPLIES AND SERVICES

	2017 \$'000	2016 \$'000
Supplies and Services		
Property and Maintenance ¹	16,793	13,923
Materials and Services	29,781	28,539
Travel and Transport ²	881	6,649
Administrative ³	2,714	3,336
Financial	4,100	4,407
Operating Lease Costs	1,106	1,199
Audit Fees	165	173
Write-Off of Assets	19	8
Total	55,559	58,234

1. The increase is mainly due to additional repairs and maintenance costs in schools.
2. The decrease is primarily due to the transfer of special needs transport functions to the Transport Canberra and City Services Directorate on 1 July 2016.
3. The reduction is mainly due to cessation of the summer school program for international students.

NOTE 14. DEPRECIATION AND AMORTISATION

Depreciation		
Buildings and Land Improvements ¹	50,739	49,758
Plant and Equipment	9,910	10,217
Leasehold Improvements	943	192
Total Depreciation	61,592	60,167
Amortisation		
Intangible Assets	246	338
Total Amortisation	246	338
Total Depreciation and Amortisation	61,838	60,505

1. The increase primarily relates to the capitalisation of new assets in schools associated with the Directorate's capital works program.

NOTE 15. GRANTS AND PURCHASED SERVICES

Grant Payments - educational, apprenticeships, and VET skills reform ¹	2,709	10,893
Total	2,709	10,893

1. The decrease mainly relates to the transfer of VET functions to CMTEED on 22 January 2016 and the re-classification of National Disability Insurance Scheme payments to other expenses. Refer **Note 16 – School and Other Expenses**. For comparative purposes the 2015-16 actual has been amended to reflect the re-classification of National Disability Insurance Scheme payment to other expenses.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 16. SCHOOL AND OTHER EXPENSES

Mainly comprises utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.

	2017 \$'000	2016 \$'000
School Expenses ¹	65,712	63,996
Other Expenses ^{2,3}	3,969	3,661
Total	69,681	67,657

1. The increase mainly relates to inflationary impact on schools operational costs.
2. The value of the Directorate's investments with the Territory Banking Account reduced in 2016-17. The loss is included in other expenses.
3. The increase is primarily related to the reclassification of National Disability Insurance Scheme payments to other expenses. For comparative purposes the 2015-16 actual has been amended to reflect the re-classification of National Disability Insurance Scheme payment to other expenses.

NOTE 17. WAIVERS, IMPAIRMENT LOSSES AND WRITE-OFFS

Write-Off of Assets	18	8
Total	18	8

There were no waivers provided in 2016-17 or 2015-16.

NOTE 18. AUDITOR'S REMUNERATION

Auditor's remuneration consists of financial audit services provided to the Directorate by the ACT Audit Office. No other services were provided by the ACT Audit Office.

Audit Services

Audit Fees Paid or Payable to the ACT Audit Office	136	156
Total	136	156

NOTE 19. CASH AND CASH EQUIVALENTS

The Directorate holds a number of bank accounts with the Westpac Bank as part of the whole-of-government banking arrangements.

Educational Support Office Bank Accounts ¹	30,717	36,789
School Management Accounts ²	46,523	43,544
ACT Teacher Quality Institute Bank Account	508	457
Other Operations Bank Accounts	61	37
Cash on Hand	10	10
Total	77,819	80,837

1. The decrease mainly relates to cash funded programs in 2016-17 including increased administrative support in schools.
2. The increase mainly relates to the timing of school payments over financial years, noting schools manage resources over a calendar year (school year).

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 20. RECEIVABLES

	2017 \$'000	2016 \$'000
Current Receivables		
Trade Receivables	767	705
Less: Allowance for Impairment Losses	(207)	(187)
	<u>560</u>	<u>518</u>
Other Trade Receivables ¹	375	265
Less: Allowance for Impairment Losses	-	-
	<u>375</u>	<u>265</u>
Accrued Revenue	116	657
Net Goods and Services Tax Receivable	1,815	1,827
	<u>1,931</u>	<u>2,484</u>
Total Current Receivables	<u><u>2,866</u></u>	<u><u>3,267</u></u>

1. Related to school receivables.

Ageing of Receivables

	Not Overdue	Overdue			Total
		Less than 30 Days	30 to 60 Days	Greater than 60 Days	
	\$'000	\$'000	\$'000	\$'000	\$'000
2017					
Not Impaired					
Receivables	2,221	134	26	485	2,866
Impaired					
Receivables	-	-	-	207	207
2016					
Not Impaired					
Receivables	2,762	90	49	366	3,267
Impaired					
Receivables	-	-	-	187	187

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 20. RECEIVABLES - CONTINUED

	2017 \$'000	2016 \$'000
Reconciliation of the Allowance for Impairment Losses		
Allowance for Impairment Losses at the Beginning of the Reporting Period	187	143
Additional Allowance Recognised During the Reporting Period	20	44
Allowance for Impairment Losses at the End of the Reporting Period	207	187
 Classification of ACT Government/Non-ACT Government Receivables		
Receivables from ACT Government Entities		
Net Trade Receivables	55	116
Net Other Trade Receivables	5	23
Accrued Revenue	18	16
Total Receivables from ACT Government Entities	78	155
 Receivables from Non-ACT Government Entities		
Net Trade Receivables	712	589
Net Other Trade Receivables	370	242
Accrued Revenue	98	641
Net Goods and Services Tax Receivable	1,815	1,827
Less: Allowance for Impairment Losses	(207)	(187)
Total Receivables from Non-ACT Government Entities	2,788	3,112
 Total Receivables	2,866	3,267

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 21. INVESTMENTS

Short-term investments were held with the Territory Banking Account in the Cash Enhanced Portfolio throughout the year. These funds are able to be withdrawn upon request.

The purpose of the investment in the Fixed Interest Portfolio is to hold it for a period of longer than 12 months. The total carrying amount of the Fixed Interest Portfolio investment below has been measured at fair value.

	2017	2016
	\$'000	\$'000
Current Investments		
Investments with the Territory Banking Account - Cash Enhanced Portfolio	261	260
Total	261	260
Non-Current Investments		
Investments with the Territory Banking Account - Fixed Interest Portfolio	1,860	1,912
Total	1,860	1,912
Total Investments	2,121	2,172

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 22. PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment includes the following classes of assets – land, buildings, improvement to land, leasehold improvements and plant and equipment.

	2017 \$'000	2016 \$'000
Land		
Land at Fair Value	358,518	316,745
Total Land Assets¹	358,518	316,745
Buildings and Improvements to Land at Fair Value	1,517,223	1,556,490
Less: Accumulated Depreciation	-	(103,100)
Total Written-Down Value of Buildings and Improvements to Land¹	1,517,223	1,453,390
Total Land and Written Down Value of Buildings and Improvements to Land	1,875,741	1,770,135
Leasehold Improvements		
Leasehold Improvements at Cost	5,670	5,643
Less: Accumulated Depreciation	(5,643)	(4,700)
Total Written-Down Value of Leasehold Improvements	27	943
Plant and Equipment		
Plant and Equipment at Cost	121,979	115,046
Less: Accumulated Depreciation	(91,400)	(81,917)
Total Written-Down Value of Plant and Equipment	30,579	33,129
Total	1,906,347	1,804,207

1. The increase mainly relates to the revaluation of the Directorate's land and buildings and improvements to land on 30 June 2017. The increase to buildings and improvements to land is partially offset by depreciation expense during 2016-17.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 22. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2016-17.

	Land \$'000	Buildings and Improvements To Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	316,745	1,453,390	943	33,129	1,804,207
Additions	-	15,792	27	7,371	23,190
Revaluation Increment	41,773	98,780	-	-	140,553
Depreciation	-	(50,739)	(943)	(9,910)	(61,592)
Write-offs/Impairment/Other	-	-	-	(11)	(11)
Carrying Amount at the End of the Reporting Period	358,518	1,517,223	27	30,579	1,906,347

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 22. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2015-16.

	Land \$'000	Buildings and Improvements of Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	316,745	1,439,571	1,135	32,896	1,790,347
Additions	-	63,598	-	10,034	73,632
Assets Transferred Out	-	-	-	(5)	(5)
Depreciation	-	(49,758)	(192)	(10,217)	(60,167)
Write-offs/impairment/Other	-	(21)	-	421	400
Carrying Amount at the End of the Reporting Period	316,745	1,453,390	943	33,129	1,804,207

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 22. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Fair Value Hierarchy

The Directorate is required to classify property, plant and equipment into a fair value hierarchy that reflects the significance of the inputs used in determining their fair value. The fair value hierarchy is made up of the following three levels:

- Level 1 – quoted prices (unadjusted) in active markets for identical assets or liabilities that the Directorate can access at the measurement date;
- Level 2 – inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 – inputs that are unobservable for particular assets or liabilities

Details of the Directorate's property, plant and equipment at fair value and information about the fair value hierarchy as at 30 June 2017 are as follows:

2017

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	358,518	358,518
Buildings and Improvements to Land	-	-	1,517,223	1,517,223
	-	-	1,875,741	1,875,741

2016

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	316,745	316,745
Buildings and Improvements to Land	-	-	1,453,390	1,453,390
	-	-	1,770,135	1,770,135

Transfers Between Categories

There have been no transfers between Levels 1, 2 and 3 during the current or previous reporting period.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 22. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Valuation Techniques, inputs and processes

Level 3 Valuation Techniques and Significant Unobservable Inputs

Valuation Technique: Land, where there is no active market or significant restrictions on use, is valued through the market approach.

Significant Unobservable Inputs: Selecting land with similar approximate utility. In determining the value of land with similar approximate utility, significant adjustments to market based data was required.

Valuation Technique: Buildings and improvements to land were considered specialised assets by the valuers and measured using the cost approach.

Significant Unobservable Inputs: Estimating the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. In determining the value of buildings and improvements to land regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required use of data internal to the Directorate.

There has been no change to the above valuation techniques during the year.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 23. INTANGIBLE ASSETS

The Directorate has internally generated software.

	2017	2016
	\$'000	\$'000
Computer Software		
<i>Internally Generated</i>		
Computer Software at Cost ¹	2,119	1,592
Less: Accumulated Amortisation	(862)	(615)
Total Computer Software	1,257	977

1. The movement primarily relates to the capitalisation of software associated with the ACT Board of Senior Secondary Studies database upgrade.

NOTE 24. CAPITAL WORKS IN PROGRESS

Capital works in progress are assets being constructed over periods of time in excess of the present reporting period.

Capital Works in Progress	8,494	2,449
Total	8,494	2,449

Reconciliation of Capital Works in Progress

The following table shows the movement of Capital Works in Progress during the reporting periods.

Balance at the Beginning of the Reporting Period	2,449	24,524
Additions to Capital Works in Progress	6,045	2,189
Capitalised to Property, Plant and Equipment	-	(24,264)
Carrying Amount at the End of the Reporting Period	8,494	2,449

1. The additions to Capital Works in Progress primarily relates to the Better Schools – IT Upgrade for School Administration project and the Schools for the Future – Modernising Belconnen High project.

NOTE 25. OTHER ASSETS

Other Current Assets

Prepayments ¹	1,859	1,457
Total	1,859	1,457

1. Primarily relates to higher prepayments in schools associated with excursions.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 26. PAYABLES

	2017	2016
	\$'000	\$'000
Current Payables		
Payables - ACT Government Entities	285	365
Accrued Expenses	6,773	4,175
Total¹	7,058	4,540

Payables are aged as followed

Not Overdue	7,033	4,514
Overdue for Less than 30 Days	12	14
Overdue for 30 to 60 Days	12	6
Overdue for More than 60 Days	1	6
Total	7,058	4,540

Classification of ACT Government/Non-ACT Government Payables

Payables with ACT Government Entities

Payables	68	64
Accrued Expenses	4,856	2,952
Total Payables with ACT Government Entities	4,924	3,016

Payables with Non-ACT Government Entities

Payables	217	301
Accrued Expenses	1,917	1,223
Total Payables with Non-ACT Government Entities	2,134	1,524

Total	7,058	4,540
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1. The increase in 2016-17 primarily relates to higher capital works accruals due to timing of payments.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 27. EMPLOYEE BENEFITS

	2017 \$'000	2016 \$'000
Current Employee Benefits		
Annual Leave	35,983	35,128
Long Service Leave ¹	92,595	98,970
Accrued Salaries ²	4,191	1,968
Total Current Employee Benefits	132,769	136,066
Non-Current Employee Benefits		
Long Service Leave ¹	11,189	12,053
Total Non-Current Employee Benefits	11,189	12,053
Total	143,958	148,119
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	32,798	29,733
Long Service Leave	6,862	6,825
Accrued Salaries	4,191	1,968
Total Employee Benefits Payable within 12 months	43,851	38,526
Estimated Amount Payable after 12 months		
Annual Leave	3,185	5,395
Long Service Leave	96,922	104,198
Total Employee Benefits Payable after 12 months	100,107	109,593
Total	143,958	148,119

1. The decrease in 2016-17 is mainly due to a reduction in the rate used to estimate the present value of future long service leave payments.

2. The increase is mainly due to an additional day of salaries accrued in 2016-17 compared to 2015-16.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 28. OTHER LIABILITIES

	2017 \$'000	2016 \$'000
Current Other Liabilities		
International Students Revenue Received in Advance	5,528	5,042
Schools Revenue Received in Advance	1,276	2,240
Total	6,804	7,282
Non-Current Other Liabilities		
Other Loans ¹	3,967	4,386
Total	3,967	4,386
Total Other	10,771	11,668

1. Relates to loans from the Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects in schools.

NOTE 29. EQUITY

Asset Revaluation Surplus

The Asset Revaluation Surplus is used to record the increments and decrements in the value of Property, Plant and Equipment.

Balance at the Beginning of the Reporting Period	865,335	865,335
Increment in Land due to Revaluation	41,773	-
Increment in Buildings and Improvements to Land due to Revaluation	98,780	-
Total Increase in the Asset Revaluation Surplus¹	140,553	-
Balance at the End of the Reporting Period	1,005,888	865,335

1. The Directorate undertook a revaluation of its land and buildings and improvements to land in 2016-17 in accordance with ACT Government accounting policy. The revaluation resulted in an increase in the value of the Directorate's assets.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 30. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS

Restructures of Administrative Arrangements – 2016-17

On 1 July 2016, a restructuring of administrative arrangements occurred between the Directorate and Transport Canberra and City Services involving the transfer of the Directorate's responsibility for Special Needs Transport services. The income and expenses transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Amounts Relating to Function when held by the Education Directorate	Amounts Relating to Transport Canberra and City Services Directorate 1 July 2016 to 30 June 2017
	\$'000	\$'000
Revenue		
Controlled Recurrent Payments	-	6,512
Total Revenue	<u>-</u>	<u>6,512</u>
Expenses		
Employee Expenses	-	183
Superannuation Expenses	-	18
Supplies and Services	-	6,311
Total Expenses	<u>-</u>	<u>6,512</u>

There were no balance sheet transfer amounts.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 30. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS – CONTINUED

Restructures of Administrative Arrangements – 2015-16

On 22 January 2016, a restructuring of administrative arrangements occurred between the Directorate and CMTEDD involving the transfer of the Directorate's responsibility for Vocational Education and Training functions. The income and expenses and assets and liabilities transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Amounts Relating to Function when held by the Education Directorate 1 July 2015 to 22 January 2016 \$'000	Amounts Relating to the Chief Minister, Treasury and Economic Development Directorate 22 January 2016 to 30 June 2016 \$'000
Revenue		
Controlled Recurrent Payments	11,303	26,064
Resources Received Free of Charge	-	3
Other Revenue	23	-
Total Revenue	11,326	26,067
Expenses		
Employee Expenses	2,790	1,948
Superannuation Expenses	324	228
Supplies and Services	1,061	1,057
Depreciation and Amortisation	149	107
Grants and Purchased Services	6,969	22,834
Total Expenses	11,293	26,174
	Transferred Amounts 2015-16 \$'000	
Assets		
Intangible Assets	1,628	
Plant and Equipment	5	
Total Assets Transferred Out	1,633	
Liabilities		
Employee Provisions - Current	794	
Employee Provisions – Non-Current	97	
Total Liabilities Transferred Out	891	
Total Net Assets Transferred Out	742	

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 31. DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES

Year Ended 30 June 2017

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents	46,868	228	30,723 ¹	77,819
Investments	261	-	-	261
Receivables	2,830	36	-	2,866
Other Assets	1,850	9	-	1,859
Total Current Assets	51,809	273	30,723	82,805
Non-Current Assets				
Investments	1,860	-	-	1,860
Property, Plant and Equipment	1,906,347	-	-	1,906,347
Intangible Assets	1,257	-	-	1,257
Capital Works in Progress	8,494	-	-	8,494
Total Non-Current Assets	1,917,958	-	-	1,917,958
Total Assets	1,969,767	273	30,723	2,000,763
Current Liabilities				
Payables	7,022	36	-	7,058
Employee Benefits	132,229	540	-	132,769
Other Liabilities	6,804	-	-	6,804
Total Current Liabilities	146,055	576	-	146,631
Non-Current Liabilities				
Employee Benefits	11,143	46	-	11,189
Other Liabilities	3,967	-	-	3,967
Total Non-Current Liabilities	15,110	46	-	15,156
Total Liabilities	161,165	622	-	161,787
Net Assets	1,808,602	(349)	30,723	1,838,976

1. Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

2. The responsibility for VET functions associated with this output was transferred to CMTEDD on 22 January 2016 following changes to Administrative Arrangements.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 31. DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES - CONTINUED

Year Ended 30 June 2016

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents	43,585	457	36,795 ¹	80,837
Investments	260	-	-	260
Receivables	3,230	37	-	3,267
Other Assets	1,448	9	-	1,457
Total Current Assets	48,523	503	36,795	85,821
Non-Current Assets				
Investments	1,350	-	562	1,912
Property, Plant and Equipment	1,804,207	-	-	1,804,207
Intangible Assets	977	-	-	977
Capital Works in Progress	2,449	-	-	2,449
Total Non-Current Assets	1,808,983	-	562	1,809,545
Total Assets	1,857,506	503	37,357	1,895,366
Current Liabilities				
Payables	4,536	4	-	4,540
Employee Benefits	135,573	493	-	136,066
Other Liabilities	7,282	-	-	7,282
Total Current Liabilities	147,391	497	-	147,888
Non-Current Liabilities				
Employee Benefits	12,009	44	-	12,053
Other Liabilities	4,386	-	-	4,386
Total Non-Current Liabilities	16,395	44	-	16,439
Total Liabilities	163,786	541	-	164,327
Net Assets	1,693,720	(38)	37,357	1,731,039

1. Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.
2. The responsibility for VET functions associated with this output was transferred to CMTEDD on 22 January 2016 following changes to Administrative Arrangements.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 32. FINANCIAL INSTRUMENTS

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in **Appendix B**.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents, investments and receivables. Its financial liabilities are comprised of payables and finance leases. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'.

As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

A significant proportion of the Directorate's financial assets consist of cash and cash equivalents. As these are held in floating interest arrangements with the Territory's Banking Provider, the Directorate is exposed to movements in the amount of interest it may earn on cash and cash equivalents.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash, investments and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash and investment accounts are held with high credit quality financial institutions under whole of government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister, Treasury and Economic Development Directorate coordinates the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 32. FINANCIAL INSTRUMENTS – CONTINUED

Credit Risk - Continued

The majority of receivables consist of Goods and Services Tax (GST) refund due from the Australian Taxation Office (ATO) and ACT Government Agencies which have a strong credit history. Credit risk for investments is managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore the credit risk is considered low.

There have been no changes to credit risk exposure since the last reporting period.

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriation received to fund operations is drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, in the event of cash pressure, access to additional appropriation from the Territory Bank Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the last reporting period.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price (other than arising from interest rate risk or currency risk).

The only price risk which the Directorate is exposed to results from its investments in the Fixed Interest and Cash Enhanced Portfolio. The Directorate has units in the Fixed Interest Portfolio that fluctuate in value. The price fluctuations in the units of the Fixed Interest Portfolio are caused by movements in the underlying investments of the portfolio. To limit price risk, all bonds that make up the underlying investments of the Fixed Interest Portfolio must have a long term credit rating of BBB or greater.

Cash and cash equivalents do not have a price risk.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Currency Risk

Currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate is not exposed to currency risk as all of its transactions are conducted in Australian dollars.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 32. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value of Financial Assets and Liabilities

The carrying amounts and fair values of financial assets and financial liabilities at the end of the reporting period are:

	Note No.	Carrying Amount 2017 \$'000	Fair Value 2017 \$'000	Carrying Amount 2016 \$'000	Fair Value 2016 \$'000
Financial Assets					
Cash and Cash Equivalents	19	77,819	77,819	80,837	80,837
Investments	21	2,121	2,121	2,172	2,172
Receivables ¹	20	1,051	1,051	1,440	1,440
Total		80,991	80,991	84,449	84,449
Financial Liabilities					
Payables	26	7,058	7,058	4,540	4,540
Other Loans	28	3,967	3,967	4,386	4,386
Total		11,025	11,025	8,926	8,926

1. Receivables reported under Financial Instruments do not include receivables relating to goods and service tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 32. FINANCIAL INSTRUMENTS - CONTINUED

Fair Value Hierarchy

The carrying amount of financial assets measured at fair value, as well as the methods used to estimate the fair value are summarised in the table below. All other financial assets and liabilities are measured, subsequent to initial recognition, at amortised cost and as such are not included in the table below.

30 June 2017				
	<u>Classification According to Fair Value Hierarchy</u>			Total
	Level 1	Level 2	Level 3	
	\$'000	\$'000	\$'000	\$'000
Financial Assets				
Investment with the Territory Banking Account - Cash Enhanced Portfolio	-	261	-	261
Investment with the Territory Banking Account - Fixed Interest Portfolio	-	1,860	-	1,860
	-	2,121	-	2,121

30 June 2016				
	<u>Classification According to Fair Value Hierarchy</u>			Total
	Level 1	Level 2	Level 3	
	\$'000	\$'000	\$'000	\$'000
Financial Assets				
Investment with the Territory Banking Account - Cash Enhanced Portfolio	-	260	-	260
Investment with the Territory Banking Account - Fixed Interest Portfolio	-	1,912	-	1,912
	-	2,172	-	2,172

Transfer between Categories

There have been no transfers of financial assets or financial liabilities between Level 1 and Level 2 during the current and previous reporting period.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 32. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2017. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2017		Weighted	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
Note No.	Average Interest Rate	1 Year or Less \$'000		Over 1 Year to 5 Years \$'000	Over 5 Years \$'000			
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	19	1.39%	47,092	-	-	-	30,727	77,819
Investments	21	-	-	-	-	-	2,121	2,121
Receivables	20	-	-	-	-	-	1,051	1,051
Total			47,092	-	-	-	33,899	80,991
Financial Liabilities								
Payables	26	-	-	-	-	-	(7,058)	(7,058)
Other Liabilities	28	-	-	-	-	-	(3,967)	(3,967)
Total			-	-	-	-	(11,025)	(11,025)
Net Financial Assets								
			47,092	-	-	-	22,874	69,966

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 32. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2016. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2016		Weighted	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
Note No.	Average Interest Rate	1 Year or Less \$'000		Over 1 Year to 5 Years \$'000	Over 5 Years \$'000			
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	19	1.94%	44,038	-	-	-	36,799	80,837
Investments	21	-	-	-	-	-	2,172	2,172
Receivables	20	-	-	-	-	-	1,440	1,440
Total Financial Assets			44,038	-	-	-	40,411	84,449
Financial Liabilities								
Payables	26	-	-	-	-	-	(4,540)	(4,540)
Other Liabilities	28	-	-	-	-	-	(4,386)	(4,386)
Total Financial Liabilities			-	-	-	-	(8,926)	(8,926)
Net Financial Assets								
			44,038	-	-	-	31,485	75,523

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 32 FINANCIAL INSTRUMENTS - CONTINUED

	2017 \$'000	2016 \$'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets at Fair Value through the Profit and Loss		
Designated upon Initial Recognition	2,121	2,172
Loans and Receivables at Amortised Cost	1,051	1,440
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	11,025	8,926

The Directorate does not have any financial assets in the 'Available for Sale' category or the 'Held to Maturity' category and as such these categories are not included above. Also, the Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above.

Gains / (Losses) on Each Category of Financial Asset and Financial Liability

Gains / (Losses) on Financial Assets

Financial Assets at Fair Value through the Profit and Loss	(51)	37
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Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 33. COMMITMENTS

Capital Commitments

Capital commitments contracted at reporting date that have not been recognised as liabilities, are payable as follows:

	2017 \$'000	2016 \$'000
<i>Capital Commitments - Property, Plant and Equipment</i>		
Payable:		
Within one year	23,615	1,952
Later than one year but not later than five years	13,325	124
Later than five years	266	-
Total¹	37,206	2,076

Other Commitments

Other commitments contracted at reporting date that have not been recognised as liabilities are payable as follows:

Within one year	24,410	39,748
Later than one year but not later than five years	25,756	8,392
Later than five years	-	-
Total	50,166	48,140

Operating Lease Commitments

Within one year	3,547	4,227
Later than one year but not later than five years	5,556	7,141
Later than five years	337	-
Total	9,440	11,368

All amounts shown in the commitment note are inclusive of goods and services tax.

1. The Increase primarily relates to commitments for major capital works projects including Modernising Belconnen High School and the IT Upgrade for School Administration.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 34. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent Liabilities

At 30 June 2017 the Directorate had contingent liabilities in relation to outstanding litigation claims of \$2.59m. As at 30 June 2016 the claims were \$2.52m.

	2017	2016
	\$'000	\$'000
The known claims for litigation cases not settled ¹	2,593	2,515
Total	2,593	2,515

1. If litigation is successful the expense may be offset by insurance and the amount is unknown as at 30 June 2017.

There were no contingent assets in 2016-17 or 2015-16.

NOTE 35. INTEREST IN A JOINT OPERATION

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53% for the ACT Government and 47% for the Catholic Education Office.

Share of the Jointly Controlled Operation is as follows:

	2017	2016
	\$'000	\$'000
Revenue	103	76
Expenses	(144)	(129)
Operating (Deficit)	(41)	(53)

Share of Asset in the Jointly Controlled Operation

Current Assets	109	69
Non-Current Assets	3,188	3,273
Total Assets	3,297	3,342
Current Liabilities	2	6
Total Liabilities	2	6
Net Assets	3,295	3,336

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 36. CASH FLOW RECONCILIATION

	2017 \$'000	2016 \$'000
(a) Reconciliation of Cash and Cash Equivalents at the End of the Reporting in the Cash Flow Statement to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	77,819	80,837
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Cash Flow Statement	77,819	80,837
(b) Reconciliation of Net Cash Inflows from Operating Activities to the Operating (Deficit)		
Operating (Deficit)	(58,586)	(60,204)
Add/(Less) Non-Cash Items		
Depreciation	61,838	60,505
Assets Written Off	17	8
(Gain) from Sale of Assets	(180)	(1)
Unrealised Loss/(Gain) on Investments	51	(37)
Cash Before Changes in Operating Assets and Liabilities	3,140	271
Changes in Operating Assets and Liabilities		
Decrease in Receivables	401	1,832
(Increase) in Prepayments	(402)	(560)
Increase/(Decrease) in Payables	1,719	(754)
(Decrease) in Employee Benefits	(4,162)	(774)
(Decrease)/Increase in Other Liabilities	(478)	2,434
Net Changes in Operating Assets and Liabilities	(2,922)	2,178
Net Inflows from Operating Activities	218	2,449

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 37. RELATED PARTY DISCLOSURES

A related party is a person that controls or has significant influence over the reporting entity, or is a member of the Key Management Personnel (KMP) of the reporting entity or its parent entity, and includes their close family members and entities in which the KMP and/or their close family members individually or jointly have controlling interests.

KMP are those persons having authority and responsibility for planning, directing and controlling the activities of the Directorate, directly or indirectly.

KMP of the Directorate are the Portfolio Minister, Director-General and certain members of the Senior Management Team.

The Head of Service and the ACT Executive comprising the Cabinet Ministers are KMP of the ACT Government and therefore related parties of Directorate.

This note does not include typical citizen transactions between the KMP and Directorate that occur on terms and conditions no different to those applying to the general public.

(A) CONTROLLING ENTITY

The Directorate is an ACT Government controlled entity.

(B) KEY MANAGEMENT PERSONNEL

B.1 Compensation of Key Management Personnel

Compensation of all Cabinet Ministers, including the Portfolio Minister, is disclosed in the note on related party disclosures included in the ACT Executive's financial statements for the year ended 30 June 2017.

Compensation of the Head of Service is included in the note on related party disclosures included in the CMTEDD financial statements for the year ended 30 June 2017.

Compensation by the Directorate to KMP employed by the Directorate is set out below.

	2017
	\$'000
Short-term employee benefits	1,501
Post employment benefits	249
Other long-term benefits	35
Total Compensation by the Education Directorate to KMP	<u>1,785</u>

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

NOTE 37. RELATED PARTY DISCLOSURES – CONTINUED

B.2 Transactions with Key Management Personnel

There were no transactions with KMP identified that were material to the financial statements of the Directorate.

B.3 Transactions with parties related to Key Management Personnel

There were no transactions with parties related to KMP identified, including transactions with KMP's close family members or other related entities that were material to the financial statements of the Directorate.

(C) TRANSACTIONS WITH OTHER ACT GOVERNMENT CONTROLLED ENTITIES

All transactions with ACT Government controlled entities are disclosed in the relevant notes in these financial statements.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2017

Note 38. BUDGETARY REPORTING

The following are brief explanations of major line item variances between budget estimates and actual outcomes. Variances are considered to be major variances if **both** of the following criteria are met:

- (a) The line item is a significant line item: the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals); and
- (b) The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

Balance Sheet Line Items	Actual 2016-17 \$'000	Original Budget¹ 2016-17 \$'000	Variance \$'000	Variance %	Variance Explanation
Asset Revaluation Surplus	1,005,888	865,335	140,553	16	The variance against budget relates to the revaluation of assets in 2016-17.
Cash Flow Statement Line Items					
Purchase of Property, Plant and Equipment	28,968	59,827	(30,859)	(52)	The variance against budget relates to the deferral of works in 2016-17 to 2017-18 and savings in capital works projects. The deferral of works mainly related to the tender and design process for the Modernising Belconnen High School project and minor delays in the Schools for the Future – North Gungahlin and Molonglo project.

¹ Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2016-17 Budget Statements). These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.

Explanations for variations from budget for Controlled Recurrent Payments, and Capital Injections are provided in the Statements of Appropriation.

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
30 JUNE 2017**

Education Directorate
Statement of Income and Expenses on Behalf of the Territory
For the Year Ended 30 June 2017

		Actual 2017 \$'000	Original Budget 2017 \$'000	Actual 2016 \$'000
Income				
<i>Revenue</i>				
Payments for Expenses on Behalf of the Territory	39	272,654	277,700	259,956
Total Income		272,654	277,700	259,956
Expenses				
Grants and Purchased Services	40	272,654	277,700	259,956
Total Expenses		272,654	277,700	259,956
Operating Result		-	-	-

The above Statement of Income and Expenses on Behalf of the Territory should be read in conjunction with the accompanying notes.

Education Directorate
Statement of Assets and Liabilities on Behalf of the Territory
As at 30 June 2017

	Note	Actual	Original	Actual
	No.	2017	Budget	2016
		\$'000	\$'000	\$'000
Current Assets				
Cash and Cash Equivalents	41	201	-	208
Receivables	42	-	10	2
Total Current Assets		201	10	210
Total Assets		201	10	210
Current Liabilities				
Payables	43	201	10	210
Total Current Liabilities		201	10	210
Total Liabilities		201	10	210
Net Assets		-	-	-
Equity				
Accumulated Funds		-	-	-
Total Equity		-	-	-

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes.

Education Directorate
Cash Flow Statement on Behalf of the Territory
For the Year Ended 30 June 2017

	Note No.	Actual 2017 \$'000	Original Budget 2017 \$'000	Actual 2016 \$'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		272,646	277,700	260,174
Goods and Services Tax Received		6,161	6,470	5,830
Total Receipts from Operating Activities		278,807	284,170	266,004
Payments				
Grants and Purchased Services		272,656	277,700	259,954
Goods and Services Tax Paid		6,158	6,470	5,842
Total Payments from Operating Activities		278,814	284,170	265,796
Net Cash (Outflows) / Inflows from Operating Activities	46	(7)	-	208
Net (Decrease)/Increase/ in Cash and Cash Equivalents Held				
		(7)	-	208
Cash and Cash Equivalents at the Beginning of the Reporting Period		208	-	-
Cash and Cash Equivalents at the End of the Reporting Period	46	201	-	208

The above Cash Flow Statement on Behalf of the Territory should be read in conjunction with the accompanying notes.

**Education Directorate
Territorial Statement of Appropriation
For the Year Ended 30 June 2017**

	Note No.	Original Budget 2017 \$'000	Total Appropriated 2017 \$'000	Appropriation Drawn 2017 \$'000	Appropriation Drawn 2016 \$'000
Expenses on Behalf of the Territory					
Expenses on Behalf of the Territory	39	277,700	277,883	272,646	260,174
Total Territorial Appropriation		277,700	277,883	272,646	260,174

The above Territorial Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amount that appears in the Cash Flow Statement in the Budget Papers. This amount also appears in the Cash Flow Statement in these financial statements.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year in Appropriation. This amount appears in the Cash Flow Statement on behalf of the Territory.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the Original Budget and Total Appropriated relates to the transfer of funds from 2015-16 for the Supporting Non-Government Preschools initiative (\$0.183m).

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the Total Appropriated and the Appropriation Drawn mainly relates to lower than budgeted Commonwealth grants received for the National Education Reform Agreement (Students First) (\$0.566m) and lower than budgeted ACT Government grants (\$4.672m), primarily related to lower school enrolment levels for non-government schools.

TERRITORIAL NOTE INDEX

Income Notes

Note 39 Payment for Expenses on Behalf of the Territory – Territorial

Expenses Notes

Note 40 Grants and Purchased Services – Territorial

Assets Notes

Note 41 Cash and Cash Equivalents – Territorial

Note 42 Receivables – Territorial

Liabilities Notes

Note 43 Payables

Other Notes

Note 44 Restructure of Administrative Arrangements – Territorial

Note 45 Financial Instruments - Territorial

Note 46 Cash Flow Reconciliation - Territorial

Note 47 Related Party Disclosure - Territorial

Note 48 Budgetary Reporting - Territorial

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 39. PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL

Under the *Financial Management Act 1996*, funds can be appropriated for expenses incurred on behalf of the Territory. The Directorate receives this appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to non-government schools. Refer **Note 40 – Grants and Purchased Services** for the details of the expenses.

	2017 \$'000	2016 \$'000
Amounts Received to Meet Expenses Incurred on Behalf of the Territory	272,654	259,956
Total^{1,2}	272,654	259,956

1. The increase from 2015-16 primarily relates to increased Commonwealth and ACT Government grants in accordance with the Commonwealth *Education Act 2013* and the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement.
2. Territorial accounts cannot generate an operating result and must hold nil equity balance. As a result, the balance in this note varies from the Statement of Appropriation due to the payable to the Territorial Banking Account.

NOTE 40. GRANTS AND PURCHASED SERVICES – TERRITORIAL

	2017 \$'000	2016 \$'000
Grants and Purchased Services		
Payments for grants and subsidies were as follows:		
Grants - Non-Government Schools ¹	272,005	259,268
Bursary Scheme	649	681
Block Release Grants ²	-	7
Total	272,654	259,956

1. The increase from 2015-16 primarily relates to increased Commonwealth and ACT Government grants in accordance with the Commonwealth *Education Act 2013* and the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement.
2. The administration of Block Release grants transferred to the Chief Minister, Treasury and Economic Development Directorate on 22 January 2016 following changes to Administrative Arrangements.

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 41. CASH AND CASH EQUIVALENTS – TERRITORIAL

	2017 \$'000	2016 \$'000
Cash at Bank ^{1, 2}	201	208
Total	201	208

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.
2. Under whole-of-government banking arrangements interest is not earned on cash at bank held with the Territorial Bank Account.

NOTE 42. RECEIVABLES – TERRITORIAL

Current Receivables

Goods and Services Tax Receivable from the Australian Taxation Office	-	2
Total	-	2

NOTE 43. PAYABLES – TERRITORIAL

All payables at 30 June 2017 are current and not overdue.

Current Payables

Current Payables	-	2
Payable to the Territory Banking Account	201	208
Total Current Payables	201	210
Total	201	210

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 44. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS – TERRITORIAL

There were no restructures of administrative arrangements in 2016-17.

Restructure of Administrative Arrangements 2015-16

On 22 January 2016, a restructuring of administrative arrangements occurred between the Education Directorate and Chief Minister, Treasury and Economic Development Directorate involving the transfer of the Block Release Program as part of the Education Directorate's responsibility for Vocational Education and Training functions. The income and expenses transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Amounts Relating to Function when held by the Education Directorate 1 July 2015 to 22 January 2016 \$'000	Amounts Relating to the Chief Minister, Treasury and Economic Development Directorate 22 January 2016 to 30 June 2016 \$'000
Revenue		
Payments for Expenses on Behalf of the Territory	5	84
Total Revenue	5	84
Expenses		
Grants and Purchased Services	5	84
Total Expenses	5	84

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 45. FINANCIAL INSTRUMENTS – TERRITORIAL

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in **Appendix B**.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The financial assets held by the Directorate on behalf of the Territory consist of cash and cash equivalents and receivables. Its financial liabilities are comprised of payables. As cash, receivables and payables are non-interest bearing, the Directorate on behalf of the Territory is not exposed to movements in interest rates in respect of these financial assets and liabilities.

As the Territory's operating cash flows are not dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss. All receivables relate to either Commonwealth, ACT or non-government agencies which have strong credit histories (most receivables consist of Goods and Services Tax refunds due from the Australian Taxation Office). Credit risk is therefore considered to be low.

Financial assets consist of cash and receivables. The Directorate on behalf of the Territory's exposure to credit risk is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Liquidity Risk

Liquidity risk is the risk that the Directorate on behalf of the Territory will not be able to meet its financial obligations as they fall due.

Expenses on behalf of the Territory appropriation is drawn down progressively throughout the year to meet operating requirements. In the event of cash pressure, access to additional funding may be obtained from the Chief Minister Treasury and Economic Development Directorate.

Price Risk

Price risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market price.

The Directorate on behalf of the Territory is not exposed to price risk as its financial assets, consisting of cash and receivables are not affected by movements in market price.

Currency Risk

Currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate on behalf of the Territory is not exposed to currency risk as all of its transactions are made in Australian dollars.

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 45. FINANCIAL INSTRUMENTS – TERRITORIAL – CONTINUED

Unrecognised Financial Assets and Financial Liabilities

There were no unrecognised financial assets and liabilities in 2016-17 and 2015-16.

Fair Value of Financial Assets and Liabilities

	Carrying Amount 2017 \$'000	Fair Value 2017 \$'000	Carrying Amount 2016 \$'000	Fair Value 2016 \$'000
Financial Assets				
Cash and Cash Equivalents	201	201	208	208
Total Financial Assets	201	201	208	208
Financial Liabilities				
Payables	201	201	208	208
Total Financial Liabilities	201	201	208	208

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 45. FINANCIAL INSTRUMENTS – TERRITORIAL – CONTINUED

The following tables set out the maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2017. All financial assets and liabilities which are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2017							
	Note No.	Floating Interest Rate \$'000	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
			1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments							
Financial Assets							
Cash and Cash Equivalents	41	-	-	-	-	201	201
Total Financial Assets		-	-	-	-	201	201
Financial Liabilities							
Payables	43	-	-	-	-	201	201
Total Financial Liabilities		-	-	-	-	201	201
Net Financial Position		-	-	-	-	-	-

As at 30 June 2016							
	Note No.	Floating Interest Rate \$'000	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
			1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments							
Financial Assets							
Cash and Cash Equivalents	41	-	-	-	-	208	208
Total Financial Assets		-	-	-	-	208	208
Financial Liabilities							
Payables	43	-	-	-	-	208	208
Total Financial Liabilities		-	-	-	-	208	208
Net Financial Position		-	-	-	-	-	-

All financial assets and liabilities are measured, subsequent to initial recognition at amortised cost and as such no fair value hierarchy disclosures have been made.

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 46. CASH FLOW RECONCILIATION – TERRITORIAL

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Cash Flow Statement on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

	2017 \$'000	2016 \$'000
Total Cash Disclosed on the Statement of Assets and Liabilities on Behalf of the Territory	201	208
Cash at the end of the Reporting Period as Recorded in the Cash Flow Behalf of the Territory	201	208

(b) Reconciliation of Net Cash Inflows from Operating Activities to the Operating (Deficit) / Surplus

Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	-	-
Changes in Operating Assets and Liabilities		
Decrease in Receivables	2	8
(Decrease) / Increase in Payables	(9)	200
Net Changes in Operating Assets and Liabilities	(7)	208
Net Cash Inflows from Operating Activities	(7)	208

NOTE 47. RELATED PARTY DISCLOSURES – TERRITORIAL

Related Party Disclosures for the Directorate are provided at **Note 37 – Related Party Disclosures**.

Education Directorate
Notes to and Forming Part of the Financial Statements – Territorial
For the Year Ended 30 June 2017

NOTE 48. BUDGETARY REPORTING – TERRITORIAL

The following are brief explanations of major line item variances between budget estimates and actual outcomes. Variances are considered to be major variances if **both** of the following criteria are met:

- i. The line item is a significant line item: the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals); and
- ii. The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

Statement of Assets and Liabilities on Behalf of The Territory Line Items	Actual 2016-17 \$'000	Original Budget ¹ 2016-17 \$'000	Variance \$'000	Variance %	Variance Explanation
Cash and Cash Equivalents	201	-	201	201	The Territorial accounts are programs administered on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold a nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.
Payables	(201)	(10)	(191)	1910	The Territorial accounts are programs administered on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold a nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2016-17 Budget Statements).
2. There were no significant variations against budget in the Statement of Income and Expenses on Behalf of the Territory or the Cash Flow Statement on Behalf of the Territory in accordance with the criteria (a) and (b) above.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

LEGISLATIVE REQUIREMENT

The *Financial Management Act 1996* (FMA) requires the preparation of annual financial statements for ACT Government Agencies.

The FMA and the *Financial Management Guidelines* issued under the FMA, requires the Education Directorate's financial statements to include:

- iii. an Operating Statement for the year;
- iv. a Balance Sheet for the year;
- v. a Statement of Changes in Equity for the year;
- vi. a Cash Flow Statement for the year;
- vii. a Statement of Appropriation for the year;
- viii. an Operating Statement for each class of output for the year;
- ix. significant accounting policies adopted for the year; and
- x. such other statements as are necessary to fairly reflect the financial operations of the Education Directorate during the year and its financial position at the end of the year.

These general-purpose financial statements have been prepared to comply with Australian Accounting Standards as required by the FMA. The financial statements have been prepared in accordance with:

- i. Australian Accounting Standards; and
- ii. ACT Accounting and Disclosure Policies.

ACCRUAL ACCOUNTING

The financial statements have been prepared using the accrual basis of accounting, which recognises the effects of transactions and events when they occur. The financial statements have also been prepared according to the historical cost convention, except for assets such as those included in property, plant and equipment and financial instruments which were valued at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

CURRENCY

These financial statements are presented in Australian dollars, which is the Education Directorate's functional currency.

INDIVIDUAL REPORTING ENTITY

The Education Directorate is an individual reporting entity.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

CONTROLLED AND TERRITORIAL ITEMS

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of preparation described applies to both Controlled and Territorial financial statements except where specified otherwise.

REPORTING PERIOD

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ended 30 June 2017 together with the financial position of the Directorate as at 30 June 2017.

COMPARATIVE FIGURES

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the FMA, budget information for 2016-17 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Statements.

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of "-" represents zero amounts or amounts rounded down to zero.

GOING CONCERN

As at 30 June 2017, the Education Directorate's current assets are insufficient to meet its current liabilities. However, this is not considered a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash-needs basis. This is consistent with the whole of government cash management regime, which requires excess cash balances to be held centrally rather than within individual agency bank accounts. The 2016-17 financial statements have been prepared on a going concern basis as the Directorate has been funded in 2017-18 Budget and Budget Papers include forward estimates for the Directorate.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

Appendix B – Significant Accounting Policies applies to both the Controlled and Territorial financial statements.

SIGNIFICANT ACCOUNTING POLICIES – INCOME

Where significant accounting policies and other explanatory information is applicable it is provided in this Appendix. Additional information is not provided for all notes in the financial statements.

REVENUE RECOGNITION

Revenue is recognised at the fair value of the consideration received or receivable in the Operating Statement. In addition, the following specific recognition criteria must be met before revenue is recognised: Revenue for user charges is recorded when received with the exception of international private students, which is recognised on an accrual basis. Revenue is also recognised from Active Leisure Centre in the Directorate's books as the Directorate controls the facilities.

NOTE 4 – CONTROLLED RECURRENT PAYMENTS

Controlled Recurrent Payments are recognised as revenues when the Directorate gains control over the funding. Control over appropriated funds is obtained upon the receipt of cash.

Effective from 1 July 2016 the term appropriation for the provision of outputs (or Government Payment for Outputs) was replaced with the term Controlled Recurrent Payments.

NOTE 5 – USER CHARGES

Revenue for user charges is recorded when received except for international private student revenue which is recognised when the fee is earned.

NOTE 6 – INTEREST

Interest revenue is recognised using the effective interest rate.

NOTE 7 - DISTRIBUTION FROM INVESTMENTS WITH THE TERRITORY BANKING ACCOUNT

Distribution revenue is received from investments with the Territory Banking Account. This is recognised on an accrual basis using data supplied by the Territory Banking Account.

NOTE 8 - RESOURCES RECEIVED FREE OF CHARGE

Resources received free of charge are recorded as a revenue and as an expense in the Operating Statement at fair value. The revenue is separately disclosed under resources received free of charge, with the expense being recorded in the line item to which it relates. Assets received free of charge as a result of administrative restructure are recorded as a net increase in assets from administrative restructure.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

SIGNIFICANT ACCOUNTING POLICIES – INCOME CONTINUED

NOTE 9 – OTHER REVENUE

Revenue Received in Advance

Revenue received in advance is recognised as a liability if there is a present obligation to return the funds received, otherwise all are recorded as revenue.

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES

NOTE 11 – EMPLOYEE EXPENSES

Employee benefits include:

- short-term employee benefits such as wages and salaries, annual leave loading, and applicable on cost if expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related services – wages and salaries, annual leave loading, and applicable on-costs;
- other long-term benefits such as long service leave and annual leave; and
- termination benefits.

On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual and long service leave.

(See Appendix B – **Note 27 Employee Benefits** for accrued wages and salaries, and annual and long service leave).

NOTE 12 – SUPERANNUATION EXPENSES

The Directorate receives funding for superannuation payments as part of the Controlled Recurrent Payments. The Directorate makes fortnightly payments to the Territory Banking Account to extinguish its superannuation liability for employees who are members of the Commonwealth Superannuation Scheme (CSS) and the Public Sector Superannuation Scheme (PSS). This payment does not include the CSS and PSS productivity component which is paid directly to the Commonwealth Superannuation Corporation (CSC) by the Directorate. The CSS and PSS are defined benefit superannuation plans meaning that the defined benefits received by employees are based on the employee's years of service and average final salary.

Superannuation payments have also been made directly to superannuation funds for those members of the Public Sector who are part of superannuation accumulation schemes. This includes the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice.

The Directorate's accruing superannuation liability obligations are expensed as they are incurred.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES CONTINUED

SUPERANNUATION LIABILITY RECOGNITION

The superannuation liability for the Territory's relevant share of the employer financial portion of entitlements of all employees participating in the CSS and PSS schemes who become Territory employees with effect on or after 1 July 1989 is recognised at a total Territory level in the Chief Minister, Treasury and Economic Development Directorate's Superannuation Provision Account. The ACT Government reimburses the CSC annually for the Territory's share of the employer superannuation benefits paid to entitled Territory employees who are, or were members of the CSS and PSS. These reimbursement payments are made from the Superannuation Provision Account.

NOTE 13 – SUPPLIES AND SERVICES

Insurance

The Directorate insures its major risks through the ACT Insurance Authority. The excess payable, under this arrangement, varies depending on each class of insurance held.

Repairs and Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade of the asset, and increases the service potential of the existing asset, the cost is capitalised. Maintenance expenses which do not increase the service potential of the asset are expensed.

Operating Leases

Operating leases do not effectively transfer to the Directorate substantially the entire risks and rewards incidental to ownership of the asset under an operating lease. Operating lease payments are recorded as an expense in the Operating Statement on a straight-line basis over the term of the lease.

NOTE 14 – DEPRECIATION AND AMORTISATION

Land has an unlimited useful life and is therefore not depreciated.

Depreciation or amortisation for non-current assets is determined as follows:

Class of Asset	Depreciation/Amortisation	Useful Life (Years)
Buildings and Land Improvements	Straight Line	50
Leasehold Improvements	Straight Line	5
Plant and Equipment	Straight Line	2-20
Internally Generated Intangibles	Straight Line	2-5

The aggregate amount of depreciation allocated for each class of asset during the reporting period is disclosed in **Note 14 – Depreciation and Amortisation**.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES CONTINUED

NOTE 17 - WAIVERS, IMPAIRMENT LOSSES AND WRITE-OFFS

WAIVERS

Debts that are waived under Section 131 of the FMA are expensed during the reporting period in which the right to payment was waived. Further details of waivers are disclosed at **Note 17 Waivers, Impairment Losses and Write-Offs**.

IMPAIRMENT OF ASSETS

Expense impairment losses of assets include: land, buildings, and improvements to land, (refer **Appendix – B – Note 22 – Impairment of Assets**).

Impairment Losses and Write-Offs - Receivables

The allowance for impairment of receivables (see Note 20 Receivables - Impairment Loss Receivables).

SIGNIFICANT ACCOUNTING POLICIES – ASSETS

ASSETS – CURRENT AND NON-CURRENT

Assets are classified as current or non-current in the Balance Sheet and in the relevant notes. Assets are classified as current where they are expected to be realised within 12 months after the reporting date.

Assets which do not fall within the current classification are classified as non-current.

Significant Accounting Judgements and Estimates - Fair Value of Assets

The Directorate has made a significant estimate regarding the fair value of its assets. Land and buildings have been recorded at the market value of similar properties as determined by an independent valuer. In some circumstances, buildings that are purpose built may in fact realise more or less in the market. Buildings and improvements to land have been recorded at fair value based on depreciated replacement cost as determined by an independent valuer. The valuation uses significant judgements and estimates to determine fair value, including the appropriate indexation figure and quantum of assets held. The fair value of assets is subject to management assessment between formal valuations.

NOTE 19 – CASH AND CASH EQUIVALENTS

Cash includes cash at bank and cash on hand. Directorate money held in the Territory Banking Account Cash Fund is classified as a Cash Equivalent.

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

NOTE 20 – RECEIVABLES

Accounts Receivables

Accounts receivable (including trade receivables and other receivables) are initially recognised at fair value and are subsequently measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement (see Appendix B - **Note 17 Waivers, Impairment Losses and Write-Offs**).

Impairment Losses – Receivables

The allowance for impairment losses represents the amount of receivables that the Directorate estimates will not be repaid. The allowance for impairment losses is based on objective evidence and a review of overdue balances. The amount of the allowance is the difference between the asset's carrying amount and the present value of the estimated future cash flows, discounted at the original effective interest rate. Cash flows relating to short-term receivables are not discounted if the effect of discounting is immaterial.

The Directorate considers the following as indicators of impairment:

- (a) becoming aware of financial difficulties of debtors;
- (b) default in payments;
- (c) debts more than 90 days overdue; or
- (d) known changes to the regulatory environment which may impact recoverability.

The amount of the allowance is recognised in the Operating Statement. The allowance for impairment losses is written off against the allowance account when the Directorate ceases action to collect the debt as it considers that it will cost more to recover the debt than the debt is worth.

NOTE 21 – INVESTMENTS

Short-term investments are held with the Territory Banking Account in a unit trust called the Cash Enhanced Portfolio. Long-term investments are held with the Territory Banking Account in a unit trust called the Fixed Interest Portfolio. The price of units in both these unit trusts fluctuates in value. The net gains or losses do not include interest or dividend income.

The price of units in both these unit trusts fluctuates in value. The net gain or loss on investments consists of the fluctuation in price of the unit trust between the end of the last reporting period and the end of this reporting period as well as any profit on the sale of units in the trust (the profit being the different between the price at the end of the last reporting period and the sale price).

These short-term and long term investments are measured at fair value with any adjustments to the carrying amount recorded in the Operating Statement. Fair value is based on an underlying pool of investments which have quoted market prices at the reporting date.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

NOTE 22 – PROPERTY, PLANT AND EQUIPMENT

Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment is initially recorded at cost.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However property, plant and equipment acquired at no cost or minimal cost as part of a Restructuring of Administrative Arrangements is measured at the transferor's book value

Property, plant and equipment with a minimum value of \$5,000 (exclusive of GST) are capitalised. Assets below \$5,000 are expensed in the reporting period of purchase. Assets that are individually below the threshold, but for which the aggregate value is material, may be capitalised depending on the nature of the assets.

Measurement of Property, Plant and Equipment after Initial Recognition

Land, buildings and improvements to land are measured at fair value. Plant and equipment including leasehold improvements are measured at cost. Land and buildings are revalued every three years. However, if at any time management considers that the carrying amount of an asset materially differs from its fair value, then the asset will be revalued regardless of when the last valuation took place. The most recent revaluation of the Directorate's land, buildings and land improvements was performed at 30 June 2017.

Fair value is the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is measured using the market approach or the cost approach valuation techniques as appropriate. In estimating the fair value of an asset or liability, the Directorate takes into account the characteristics of the asset or liability if market participants would take those characteristics into account when pricing the asset or liability at the measurement date.

Fair value for land and non-specialised buildings is measured using the market approach valuation technique. This approach uses prices and other relevant information generated by market transactions involving identical or similar assets. Fair value for specialised assets is measured using the cost approach that reflects the current cost to construct a comparable asset less accumulated depreciation.

Significant Accounting Judgements and Estimates – Useful lives of Property Plant and Equipment

The Directorate has made a significant estimate in determining the useful lives of its property plant and equipment. The estimation of useful lives of property plant and equipment is based on the historical experience of similar assets and in some cases has been based on valuations provided by an independent valuer as at 30 June 2017. The useful lives are assessed on an annual basis and adjustments are made when necessary.

Disclosures concerning assets useful life (see Appendix B - **Note 14 Depreciation and Amortisation**).

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that an asset may be impaired. Assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

Any resulting impairment losses for land, buildings and improvements are recognised against the relevant class of asset in the Asset Revaluation Surplus with corresponding reduction to the carrying amount in the Balance Sheet. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus, the difference is expensed in the Operating Statement.

NOTE 23 – INTANGIBLE ASSETS

The Directorate's intangible assets are comprised of internally generated software and externally acquired software for internal use. Externally acquired software is recognised and capitalised when:

- a) it is probable that the expected future economic benefits attributable to the software will flow to the Directorate;
- b) the cost of the software can be measured reliably; and
- c) the acquisition cost is equal to or exceeds \$50,000.

Internally generated software is recognised when it meets the general recognition criteria and where it also meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Capitalised software has a finite useful life. Software is amortised on a straight line basis over its useful life, over a period not exceeding five years.

Intangible assets are measured at cost.

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES

LIABILITIES – CURRENT AND NON-CURRENT

Liabilities are classified as current when they are due to be settled within 12 months after the reporting date or the Directorate does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

Liabilities which do not fall within the current classification are classified as non-current.

NOTE 26 – PAYABLES

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. All amounts are normally settled within 30 days after the invoice date.

Payables include Trade Payables, Accrued Expenses and Other Payables.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES CONTINUED

NOTE 27 – EMPLOYEE BENEFITS

Wages and Salaries

Accrued salaries and wages are measured at the amount that remains unpaid to employees at the end of the reporting period.

Annual and Long Service Leave

Annual and long service leave including applicable on-costs that are not expected to be wholly settled within twelve months are measured at the present value of estimated future payments to be made in respect of services provided by employees up to the end of the reporting period. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At the end of each reporting period end, the present value of annual leave and long service leave payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows.

Annual leave liabilities have been estimated on the assumption that they will be wholly settled within three years. In 2016-17 the rate used to estimate the present value of future annual leave payments is 99.8% (101.4% in 2015-16).

Annual and Long Services Leave Continued

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of 7 years of qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs. In 2016-17, the rate used to estimate the present value of future payments for long service leave is 103.4% (114.7% in 2015-16).

The provision for annual leave and long service leave includes estimated on-costs. As these on-costs only become payable if the employee takes annual and long service leave while in-service, the probability that employees will take annual and long service leave while in service has been taken into account in estimating the liability for on-costs.

Significant Accounting Judgements and Estimates – Employee Benefits

Significant judgements have been applied in estimating the liability for employee benefits. The estimated liability for annual and long service leave requires a consideration of the future wage and salary levels, experience of employee departures, probability that leave will be taken in service and periods of service. The estimate also includes an assessment of the probability that employees will meet the minimum service period required to qualify for long service leave and that on-costs will become payable.

The significant judgements and assumptions included in the estimation of annual and long service leave liabilities include an assessment by an actuary. The Australian Government Actuary performed this

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
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SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES CONTINUED

assessment in May 2014. The assessment by an actuary is performed every 5 years. However, it may be performed more frequently if there is a significant contextual change in the parameters underlying the 2014 report. The next actuarial review is expected to be undertaken by May 2019.

NOTE 28 – OTHER LIABILITIES

Revenue Received in Advance

Revenue received in advance is recognised as a liability if there is a present obligation to return the funds received, otherwise all are recorded as revenue.

SIGNIFICANT ACCOUNTING POLICIES – EQUITY

NOTE 29 – EQUITY

Contributions made by the ACT Government, through its role as owner of the Directorate, are treated as contributions of equity.

Increases or decreases in net assets as a result of Administrative Restructures are also recognised in equity.

SIGNIFICANT ACCOUNTING POLICIES – OTHER NOTES

NOTE 35 - INTEREST IN A JOINT OPERATION

The Directorate is involved in a joint operation with the Catholic Education Office at Gold Creek Primary School and its share of assets, liabilities, income and expenses have been recognised in the Directorate's financial statements under appropriate headings consistent with AASB 131 'Joint Arrangements'. Please refer to **Note 35 – Interest in a Joint Operation** for details.

NOTE 38 – BUDGETARY REPORTING

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals) or more than 10% of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
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FOR THE YEAR ENDED 30 JUNE 2017

TERRITORIAL – SPECIFIC SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – SPECIFIC TO TERRITORIAL – INCOME

NOTE 39 – PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL

The Payment for expenses on behalf of the Territory is recognised on an accrual basis. Due to the nature of territorial accounting, the Statement of Assets and Liabilities on Behalf of the Territory includes (as applicable) liabilities to, and receivables from, the Territory Banking Account.

TERRITORIAL NOTES REFERENCED TO CONTROLLED NOTES

NOTE 41 CASH AND CASH EQUIVALENTS – TERRITORIAL: see Appendix B: Note 19 Cash and Cash Equivalents.

NOTE 42 RECEIVABLES – TERRITORIAL: see Appendix B: Note 20 Receivables.

NOTE 43 PAYABLES – TERRITORIAL: see Appendix B: Note 26 Payables.

NOTE 48 BUDGETARY REPORTING – TERRITORIAL: see Appendix B: Note 38 Budgetary Reporting.

Education Directorate
APPENDIX C - IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE
APPLIED
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

APPENDIX C - IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

Appendix C – impact of accounting standards issued but yet to be applied concerns both the Controlled and Territorial financial statements.

ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

The following new and revised accounting standards and interpretations that are applicable to the Directorate have been issued by the Australian Accounting Standards Board but do not apply to the current reporting period. These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early. Where applicable, these Australian Accounting Standards will be adopted from their application date. Standards that may have a material impact are identified below.

- AASB 9 Financial Instruments (application date 1 January 2018). The Directorate will undertake a detailed assessment of the impact of this standard over the next twelve months;
- AASB 15 Revenue from Contracts with Customers (application date 1 January 2019). The Directorate will undertake a detailed assessment of the impact of this standard over the next twelve months;
- AASB 16 Leases (application date 1 January 2019). The Directorate will undertake a detailed assessment of the impact of this standard over the next twelve months; and
- AASB 1058 Income of Not-for-Profit Entities (application date 1 January 2019). The Directorate will undertake a detailed assessment of the impact of this standard over the next twelve months.

Education Directorate
APPENDIX D - CHANGE IN ACCOUNTING ESTIMATES
FORMS PART OF NOTE 3 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

APPENDIX D - CHANGE IN ACCOUNTING ESTIMATES

Appendix D the change in accounting estimates applies to both the Controlled and Territorial financial statements.

CHANGE IN ACCOUNTING ESTIMATES

As disclosed in **Note 27 – Employee Benefits**, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated from an assessment made by the Australian Government Actuary.

Last financial year the rate used to estimate the present value of future long service leave and annual leave payments was 114.7% for long service leave and 101.4% for annual leave. The rate for 2016-17 is 103.4% for long service leave and 99.8% for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in a decrease in the estimate of the long service leave liability and expense in the current reporting period of approximately \$11.342 million and a decrease to the estimate of the annual leave liability and expense in the current reporting period of approximately \$0.571 million.

REVALUATION OF ASSETS

As disclosed in **Note 22 – Property, Plant and Equipment**, the Directorate revalued its land, buildings and improvements to land in 2016-17. This resulted in an adjustment to the useful lives and residual value of the assets.

C3. CAPITAL WORKS

OVERVIEW

In 2016-17, the Directorate delivered a capital works program, totalling \$19.5 million, following on from the \$41 million program in 2015-16 and \$55.8 million program delivered in 2014-15.

Significant achievements for the year included the commencement of modernisation works at the Belconnen High School and the start of construction of the Caroline Chisholm School Centre for Innovation and Learning. Investment in Gungahlin School Infrastructure included the completion of expansion projects at Neville Bonner Primary School and Harrison School and additional capacity at Palmerston Preschool.

NEW SCHOOLS

NORTH GUNGAHLIN PRIMARY SCHOOL

Design and procurement activities progressed for the new school during the reporting period with the appointment of the preferred contractor to complete detailed design development.

The school is to be delivered under a Design Construct Maintain (DCM) construction methodology with construction commencing in late 2017 and completed for the start of the 2019 school year.

CAROLINE CHISHOLM SCHOOL CENTRE FOR INNOVATION AND LEARNING

The Centre for Innovation and Learning will deliver Science, Technology, Engineering and Mathematics (STEM) programs to students attending Caroline Chisholm School and in the Tuggeranong Network.

It includes multi-purpose learning spaces and state-of-art equipment and facilities to support students and provide professional development to teachers across the ACT public education system.

Construction commenced during the reporting period and is to be completed and operational for the commencement of the 2018 school year.

MODERNISING BELCONNEN HIGH SCHOOL

The next stage of the project commenced during the reporting period with the appointment of the preferred builder to complete design finalisation. Construction activities commenced with roof replacement works and site establishment.

The project includes major refurbishments to the student learning and teaching spaces, a new administration area and main entry, the demolition of an end of life building and additional outdoor works.

INVESTMENT IN GUNGAHLIN SCHOOL INFRASTRUCTURE

Expansion works were progressed at a number of schools in the North Gungahlin region to accommodate increased enrolment demand in the area.

Four new learning spaces and two preschool rooms were provided at Neville Bonner Primary School together with the expansion of Palmerston Preschool for the start of the 2017 school year. Harrison School was provided with eight new learning spaces in a new building during semester 1 of 2017 and a preferred contractor was identified to complete detailed design for the Amaroo School expansion works during 2017.

CAPITAL UPGRADES PROGRAM

SCHOOL UPGRADES

Works completed in the 2016-17 year included:

- > upgrade of seven learning and teaching areas at Maribyrnong Primary School;
- > upgrade of learning areas at Hawker and Weetangera preschools;
- > increased capacity at Garran Primary School to support sustained growth in student numbers;
- > STEM facility upgrade at Campbell High School;
- > student and staff toilet upgrades at Aranda and Lyneham Primary Schools;
- > installation of Voice Over Internet Protocol (VOIP) communication systems to 14 schools;
- > stage 1 of a two stage project to replace the roof at Mount Stromlo High School. Works completed this reporting period included the main school building, hall and library;
- > car park and traffic safety improvements at Turner Primary School; and
- > play equipment refurbishment and installation of shade structures at Florey Primary School.

BUILDING COMPLIANCE UPGRADES

Building compliance upgrades and modifications completed during the report period included:

- > general access works at Theodore Primary School, Richardson Primary School, Dickson College and Canberra College.

AIR CONDITIONING IN SCHOOLS

In 2015, a program commenced to ensure all ACT public schools had air conditioning or evaporative cooling in both library and administration areas. This program is largely complete, with some works to be finalised at Amaroo School by October 2017.

The cost of the program was \$750,000 across the 2015-16 and 2016-17 years.

Library upgrades occurred at the following schools:

- > Ainslie Primary School;
- > Campbell Primary School;
- > Caroline Chisholm School – senior campus;
- > Farrer Primary School;
- > Gilmore Primary School;
- > Gowrie Primary School;
- > Lyneham Primary School;
- > Majura Primary School; and
- > Southern Cross Early Childhood School.

Administration area upgrades occurred at the following schools:

- > Amaroo School;
- > Canberra High School;
- > Calwell High School;
- > Campbell Primary School;
- > Dickson College;
- > Farrer Primary School;

- > Giralang Primary School;
- > Gold Creek School;
- > Gordon Primary School;
- > Gowrie Primary School;
- > Harrison School;
- > Majura Primary School;
- > Malkara School; and
- > Mawson Primary School.

Ainslie Primary School chose to install air conditioning in two transportables under this program rather than in the administration area.

ENVIRONMENTAL SUSTAINABILITY

As capital works are undertaken at public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency, increase use of sustainable transport and decrease the water consumption of these spaces. Specific capital works directly targeting sustainability are also undertaken directly by schools. The key funding source for these projects is the feed-in-tariff income associated with the solar panels at schools.

A total of \$0.80 million was allocated from the schools capital upgrades program during the reporting period to support the Directorate's strategic priorities for environmental sustainability improvements. Refer to Section B9 for an overview of the projects and programs implemented during the 2016-17 reporting period.

TABLE C3.1: CAPITAL WORKS MANAGEMENT 2016-17

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Expenditure 2016-17	Total Expenditure To Date	Estimated Completion	Actual Completion
	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)		
NEW CAPITAL WORKS							
Better Schools –Investment in Gungahlin School Infrastructure	16,600	16,600	0	4,344	4,344	Feb-18	
CAPITAL UPGRADES							
School Learning Area Improvements	6,560	4,941	0	4,691	4,691	Dec-17	
School Administration and Support Area Improvements	1,480	1,659	0	1,296	1,296	Dec-17	
School Upgrades	4,225	5,339	0	3,185	3,185	Dec-17	
School Security & Safety Improvements	1,505	1,497	0	1,087	1,087	Dec-17	
Environmentally Sustainable Design Initiatives	800	758	0	334	334	Dec-17	
Total Capital Upgrades	14,570	14,194	0	10,593	10,593		
Total New Works	31,170	30,794	0	14,937	14,937		

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Expenditure 2016-17	Total Expenditure To Date	Estimated Completion	Actual Completion
	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)		
WORK IN PROGRESS							
Schools for the Future – Caroline Chisholm School – Centre for Innovation and Learning	5,896	5,696	239	774	1,013	Feb-18	
Schools for the Future – Modernising Belconnen High	17,627	17,627	1,128	1,289	2,417	Feb-19	
Schools for the Future – North Gungahlin and Molonglo	28,609	28,609	484	854	1,338	Feb-19	
Hazardous Material Removal Program – Stage 3	3,000	3,000	2,015	493	2,508	Jun-18	
Total Work In Progress	55,132	54,932	3,866	3,410	7,276		
PROJECTS – PHYSICALLY BUT NOT FINANCIALLY COMPLETED							
Carbon Neutral Schools – Stage 1	3,500	3,500	3,287	204	3,491		Jun-17
Coombs P-6 School Construction Funding	47,250	35,752	34,728	414	35,142		Jan-16
Belconnen Trade Skill Centres	8,120	8,120	7,606	511	8,117		Jun-17
Total Projects Physically but not Financially Completed	58,870	47,372	45,621	1,129	46,750		
PROJECTS – PHYSICALLY AND FINANCIALLY COMPLETED							
Sustainable Learning Trade Training Centres – Tuggeranong	10,207	8,301	8,248	53	8,301		Dec-14
Gungahlin College	60,700	76,707	76,693	14	76,707		Mar-11
Total Projects Physically and Financially Completed	70,907	85,008	84,941	67	85,008		
TOTAL CAPITAL WORKS PROGRAM 2016-17	216,079	218,106	134,428	19,543	153,971		

TABLE C3.2: END OF FINANCIAL YEAR RECONCILIATION SCHEDULE 2016-17

Reconciliation of total current year financing	2016-17
	\$'000
Total current year capital works financing	18,396
Add: Other capital initiatives financing	7,574
Capital Injection from Government per Cash flow statement	25,970
Reconciliation of Total Current Year Actual Expenditure to Capital Injection	
Total current year capital works expenditure	18,817
Total current year capital initiatives expenditure	8,285
Add: Net Impact of accruals between financial years	-798
Less: Net Impact of Capital Expenditure Funded Outside of Capital Injections	-334
Capital Injection from Government per Cash flow statement	25,970
Reconciliation of Total Current Year Actual Expenditure to Purchases of PPE	
Total current year capital works expenditure	18,817
Total current year capital initiatives expenditure	8,285
Add: Net Impact of accruals between financial years	-798
Add: Other asset purchases outside of capital works program and capital initiatives	2,664
Purchase of Property, Plant and Equipment as per Cash Flow Statement	28,968

For further information contact:
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C4. ASSET MANAGEMENT

The Directorate's asset management strategy is based on the following key principles:

- > asset management activities are undertaken within an integrated and coordinated framework;
- > asset management practices and decisions are guided by service delivery needs;
- > asset planning and management are linked to corporate and business plans, as well as budgetary and reporting processes; and
- > capital expenditure decisions are based on evaluations of alternatives that take into account estimated costs, benefits and risks, in particular workplace health and safety risks.

In 2016-17, the Directorate progressed the following activities in relation to the asset management strategy:

- > finalised the first set of the Sustainable Development of Public School Facilities specifications for preschool to year 6 schools. The specifications define the infrastructure requirements which will meet modern pedagogy. The specifications are used for new schools and major upgrades of existing schools.
- > commenced using the Strategic Asset Management Plan (SAMP) asset database in the definition of the 2017-18 capital upgrades program. By using the asset age and condition information in the database, the development of the program of work has a stronger evidence base. Enhancement of the database is an ongoing asset management activity; and
- > undertook a Post Occupancy Evaluation for the Neville Bonner Primary School.

The Directorate is responsible for 91 school sites and 28 offsite preschools. In addition, the Directorate manages two major facilities for Education Support Office staff. In total, there are 122 sites under direct management by the Directorate.

The Directorate has ongoing infrastructure programs which provide sustainable, high quality learning and teaching environments for students. These programs provide facility upgrades, expansions, repairs and maintenance. The capital works program focuses on renewal and upgrade of schools and preschools and the maintenance program handles urgent and minor repairs, planned maintenance and the repair of damaged facilities.

Asset management issues which were a priority for the Directorate in 2016-17 included:

- > renewal of ageing infrastructure;
- > provision of new schools and educational facilities to meet growth-related demand;
- > refurbishment to support changing curriculum activities, including improvements to Science, Technology, Engineering and Maths learning environments;
- > modification of facilities to support students with complex needs and challenging behaviours;
- > installation of information and communication technology infrastructure;
- > building compliance upgrades to improve accessibility and learning environments for students with special needs;
- > school safety improvements including car parking and traffic management;
- > installation of security related infrastructure;
- > hazardous materials management, removal and disposal; and
- > infrastructure works to achieve energy efficiency and reduction in carbon emissions.

ASSETS MANAGED

As at 30 June 2017, the Directorate managed school infrastructure assets with a total net book value of \$1,907.6 million (Table C4.1).

TABLE C4.1: ASSETS AND THEIR VALUES AT 30 JUNE 2017

Asset Class	Value (\$ million)
Land and Buildings (including improvements) for schools and preschools	1,875.7
Leasehold Improvements	-
Property, Plant and Equipment	30.6
Intangible Assets	1.3
Total	1,907.6

Source: Education Directorate

Assets to the value of \$22.4 million were added to the register in 2016-17 (Table C4.2).

TABLE C4.2: ASSETS ADDED TO THE ASSET REGISTER IN 2016-17

Assets	Value (\$ million)
Capital Works (Schools):	3.1
Investment in Gungahlin School Infrastructure - Bonner Primary School	
Investment in Gungahlin School Infrastructure - Palmerston Primary School	
Capital works - various school and preschool sites	11.6
Capital initiatives - various ICT and other projects	7.7
Total	22.4

Source: Education Directorate

SURPLUS ASSETS

As at 30 June 2017, the Directorate did not have any properties which were not being utilised by the agency or that had been identified as potentially surplus.

ASSETS MAINTENANCE AND UPGRADE

The Directorate undertakes maintenance and upgrades in consultation with schools and their communities. The Directorate supports schools to develop their repairs and maintenance plans on the basis of information from building condition assessments, requests from schools and information gained from other sources such as consultant reports and site visits.

Works were subsequently undertaken at a local level by schools and through the Directorate's Infrastructure and Capital Works Branch, with larger and more significant works included in the Directorate's capital works program in priority order.

Maintenance and major refurbishment are a priority for the Directorate given the increasing average age of school facilities.

ASSET MAINTENANCE

In 2016-17, the Directorate spent \$16.7 million on school repairs and maintenance. The repairs and maintenance program included:

- > a program of works for all primary and secondary schools based on the annual rolling program;
- > an allocation for unforeseen maintenance such as vandalism, fire and flood damage;
- > high priority works arising from school building condition assessment reports; and
- > a schedule of maintenance for preschools.

Building condition assessments of all schools (including preschools) are conducted on a three-year rolling program and the assessments cover buildings and grounds. The results of these reports are taken into account in preparing the Directorate's annual repairs and maintenance programs.

In 2016-17 a number of major contracts were established to provide maintenance and support services at all schools. New contracts for security monitoring, security patrols and solar panel maintenance were implemented in 2016-17. A new contract for the maintenance of heating, ventilation and cooling systems was developed and implemented in 2016-17. New services agreements for cleaning of schools were also established in this year.

To assist in the management of asbestos and other hazardous materials, Hazardous Materials Survey Management Plans (HMSMP) are developed for each school. Plans showing areas of known asbestos containing materials are mounted in entry areas of all schools and preschools. The Directorate updates the asbestos register and asbestos management plans at a minimum every five years and as required based on the results of hazardous materials inspections.

In addition to the planned school asset maintenance and upgrade programs managed and delivered by the Education Support Office, schools are also funded to undertake repairs and minor works tasks independently.

ASSETS UPGRADES

In the 2016-17 Budget, funding of \$14.7 million was provided for capital upgrades at schools and preschools. Details of specific works are included in Section C3.

OFFICE ACCOMMODATION

There were 459 staff occupying office based workstations as at 30 June 2017 (excluding the Office of the Board of Senior Secondary Studies), occupying a total of 6,080m². Details about the list of sites, staff numbers (head count) and space occupied are provided in Table C4.3. Remaining staff were employed in school environments undertaking school based activities, including teaching, student support, school leadership and school administration. Full staffing profiles are reported in Section B8.

TABLE C4.3: EDUCATION SUPPORT OFFICE SITES, STAFF NUMBERS (HEADCOUNT) AND SPACE OCCUPIED AS AT 30 JUNE 2017

Building and location	Staff numbers	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 Northbourne Avenue, Braddon	146	1,991	13.6
Hedley Beare Centre for Teaching and Learning, Stirling ¹	244	3,447	14.1
Gilmore Primary School, Majura Primary School, Melrose High School, Wanniassa (P-10) School Senior Campus & University of Canberra High School Kaleen ²	69	642	9.3
Callam Offices, Phillip ³ (The Office of the Board of Senior Secondary Studies)	12	466	38.8
Total	471^{4,5}	6,546	13.9

Source: Education Directorate

Notes:

¹ Approximate area occupied at Hedley Beare Centre for Teaching and Learning does not include meeting rooms and training facilities (1,955m²) available for booking by other Directorates of ACT Government and members of the public.

² School areas that are occupied by Education Support Office staff are from the Network Student Engagement and Hearing & Vision Support Teams.

³ The Office of the Board of Senior Secondary Studies has been relocated from Lyons Early Childhood School to Callam Offices in response to the planned transfer of a portion of Lyons Early Childhood School to the Chief Minister, Treasury and Economic Development Directorate. The office area has reduced from 713m² in 2015-16 down to 604m² in 2016-17 as a reflection of providing existing purpose built office accommodation. The Australian Institute for Teaching and School Leadership is co-located within the same office space and leases 138m² of the office area from the Education Directorate.

⁴ Staff numbers do not include twenty two (22) SSICT staff embedded in Hedley Beare Centre for Teaching and Learning and four (4) SSICT staff embedded in Callam Offices with the Office of the Board of Senior Secondary Studies.

⁵ Staff numbers have been calculated based on occupied work stations at 30 June 2017.

For further information contact:
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C5. GOVERNMENT CONTRACTING

All procurement processes within the Directorate are required to comply with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. The procurement selection and management processes are authorised by the appropriate delegate within the Directorate.

Under the whole of government procurement arrangements, Procurement and Capital Works continued to provide advice and support in relation to procurement and contract management issues and undertook higher value procurements on behalf of the Directorate.

The Directorate continued to be responsible for the management of contracts. Where obligations were not met the contractor was required to rectify the non-compliance immediately to avoid cancellation of the contract.

Expenditure by the Directorate's Education Support Office included acquisition of expert advice regarding curriculum, national assessment testing and other education related matters, human resource issues, services to maintain assets and capital works activities. Contract information for schools covered a wide range of acquisitions including cleaning.

The content of Table C5.1 has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2016 to 30 June 2017 in accordance with Government requirements. Staff were encouraged to notify relevant contracts for uploading to the Contracts Register website. The information is reported as at 12 September 2017.

TABLE C5.1: EDUCATION DIRECTORATE CONTRACTS EXECUTED IN 2016-17 WITH AN ESTIMATED TOTAL VALUE OF \$25,000 OR MORE

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Professional Learning and School Leader Development	Single Select	Goods	ACT Principals Association Incorporated	\$25,000	12/09/2016	30/06/2017	Yes	Yes
Amaroo School – Sound System Upgrade in Hall	Quotation	Goods	Sound Advice	\$25,156	06/01/2017	24/02/2017	Yes	No
Arawang Primary School – Year 5 and 6 Camp 2017	Single Select	Services (non-consultancy)	Old Mogo Town	\$25,347	30/01/2017	16/06/2017	Yes	Yes
Lyneham High School – Year 10 Formal	Quotation	Services (non-consultancy)	Ginger Catering at NAC Pty Ltd	\$25,713	07/12/2016	07/01/2017	Yes	No
220 Northbourne Avenue – Level 1 Annex Stage 2 Works	Public	Works	Schiavello Systems (ACT) Pty Ltd	\$25,727	15/03/2017	24/04/2017	No	No
Wanniassa Hills Primary School – Year 5 and 6 Camp	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$25,873	28/10/2016	08/02/2017	Yes	Yes
Telopea Park School – Installation of Automatic Gate	Quotation	Works	ACT Doorland	\$25,938	09/06/2017	30/06/2017	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Gilmore Primary School – Gym/Foyer Vinyl Replacement	Quotation	Goods	Hoods Carpet Court	\$25,938	20/02/2017	25/04/2017	Yes	No
North Ainslie Primary School – Year 5 and 6 Camp	Quotation	Services (non-consultancy)	The Trustee for Ray Family Trust	\$26,268	21/03/2017	31/03/2017	No	No
Evaluation of the School Climate Monitoring Tool	Quotation	Consultancy	Oakton Services Pty Ltd	\$27,060	13/07/2016	23/09/2016	No	No
Gordon Primary School – Year 5 and 6 Camp 2017	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$27,194	23/11/2016	05/04/2017	No	Yes
Mt Rogers Primary School – Year 5 and 6 Camp	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$27,245	20/02/2017	22/02/2017	Yes	Yes
Canberra College – Purchase of New Furniture for College Cafe	Quotation	Goods	Furnware Australia	\$27,247	05/12/2016	21/02/2017	No	No
Molonglo Preschool to Year 6 Delivery Program Consultation	Single Select	Consultancy	Infrastructure Services Group Pty Ltd	\$27,500	18/05/2017	30/06/2017	No	Yes
Squiz Plus Agreement	Quotation	Services (non-consultancy)	Squiz Australia Pty Ltd	\$27,500	27/06/2017	30/08/2020	No	No
Bonython Primary School – Purchase of Kindergarten Furniture	Single Select	Goods	Furnware Australia	\$27,824	19/07/2016	23/01/2017	No	Yes
Aranda Primary School – Year 5 and 6 Camp 2017	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$28,439	22/03/2017	24/03/2017	No	Yes
Harrison School – Purchase of Student Chairs	Quotation	Goods	Furnware Australia	\$28,512	23/09/2016	14/11/2016	No	No
Yarralumla Primary School – Pergola Roof for Learning Support Units	Quotation	Works	Sumloe Pty Ltd	\$28,967	10/02/2017	30/06/2017	No	No
Mawson Primary School – Year 4, 5 and 6 Camp	Quotation	Services (non-consultancy)	Coastlife Adventures	\$29,262	13/12/2016	08/03/2017	No	No
Florey Primary School – Year 5 and 6 Camp	Quotation	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$29,521	16/01/2017	20/09/2017	Yes	No
Accelerus	Single Select	Goods	Sempahore Consulting Pty Ltd	\$29,601	01/01/2017	31/12/2017	No	Yes
Lyneham High School – Warrambui Musical Production Camp	Quotation	Services (non-consultancy)	Warrambui Retreat and Conference Centre	\$30,132	24/03/2017	09/05/2017	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Trend Micro Service Protect for Storage Maintenance Renewal	Quotation	Goods	Data#3 Limited	\$30,184	22/05/2017	30/05/2018	No	No
Harrison School – Year 9 and 10 Melbourne Discovery Trip	Quotation	Services (non-consultancy)	Melbourne Discovery Groups	\$30,210	13/05/2017	15/09/2017	No	No
Fraser Primary School – Year 5 and 6 Camp 2017	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$30,274	29/03/2017	31/03/2017	Yes	Yes
Student Resource Allocation Student With Disability Needs Based Loading	Single Select	Consultancy	Graeme Innes	\$30,800	01/08/2016	01/08/2017	No	Yes
Miles Franklin Primary School – Year 5 and 6 Camp	Quotation	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$31,358	27/03/2017	29/03/2017	Yes	No
Narrabundah College – 2016 School Formal	Single Select	Services (non-consultancy)	Parliament House Catering	\$31,400	25/11/2016	25/12/2016	No	Yes
Florey Primary School – Year 5 and 6 Camp 2016	Single Select	Services (non-consultancy)	Away We Tours Pty Ltd	\$31,516	21/09/2016	23/09/2016	Yes	Yes
Mount Stromlo High School – Year 8 Camp	Quotation	Services (non-consultancy)	Camp Long Beach	\$31,704	07/04/2017	19/04/2017	No	No
Lyneham High School – Canteen Floor	Quotation	Works	Grindstones Australia Pty Ltd	\$31,872	27/04/2017	14/07/2017	Yes	No
Narrabundah College – International Baccalaureate 2017	Single Select	Services (non-consultancy)	International Baccalaureate Organisation	\$32,086	30/05/2017	30/11/2017	No	Yes
Majura Primary School – Conversion of Classroom to Learning Support Unit	Quotation	Works	Colda Constructions Pty Ltd	\$32,538	28/11/2016	31/01/2017	Yes	No
Mount Stromlo High School – Temperature Monitoring for Roof Upgrade	Select	Services (non-consultancy)	The Trustee for the Viridis Australasia Trust	\$32,560	15/11/2016	31/12/2018	No	Yes
Richardson Primary School – Active Transport Bicycle Enclosure	Public	Works	Sheds Shade and Turf Pty Ltd	\$32,890	08/06/2017	31/12/2017	Yes	No
Calwell High School – Year 9 Camp	Quotation	Services (non-consultancy)	Travel Design International Pty Ltd	\$33,000	04/04/2017	23/09/2017	No	No
Hughes Primary School – Installation of Classroom Air Conditioners	Quotation	Goods	Haavisto Industries Pty Ltd	\$33,007	06/12/2016	18/02/2017	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Lake Tuggeranong College – China Excursion	Quotation	Services (non-consultancy)	Amazing Worldwide Tours Pty Ltd	\$33,124	01/07/2016	31/10/2016	No	No
Fadden Primary School – Year 5 and 6 Camp	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$33,212	03/02/2017	22/03/2017	No	No
Canberra College – Purchase of Science Equipment	Single Select	Goods	Cider House ICT Pty Ltd	\$33,423	02/09/2016	02/12/2016	No	Yes
North Ainslie Primary School – Interactive LED Panel Purchase	Quotation	Goods	ASI Solutions	\$34,017	26/05/2017	06/09/2017	No	No
University of Canberra Kaleen High – Concrete and Granite Works	Public	Works	Base Contractors Pty Ltd	\$34,034	03/08/2016	03/02/2017	Yes	No
Hedley Beare Centre for Teaching and Learning – Information Knowledge Service Expansion Works	Public	Works	Haavisto Industries Pty Ltd	\$34,232	12/12/2016	19/05/2017	Yes	No
Hughes Primary School – Year 5 and 6 Camp 2017	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$34,795	22/03/2017	24/03/2017	No	No
Turner Primary School – Year 3 and 4 Camp	Single Select	Services (non-consultancy)	Birrigai Outdoor School and Accommodation Centre	\$35,000	28/04/2017	16/06/2017	No	Yes
Interim Data Management Consultancy	Single Select	Consultancy	Wollemi Systems Pty Ltd	\$35,151	20/01/2017	20/03/2017	Yes	Yes
University of Canberra Kaleen High – Active Transport Shed	Quotation	Works	Sheds Shade and Turf Pty Ltd	\$36,427	08/06/2017	31/12/2017	Yes	No
Weetangera Primary School – Year 5 and 6 Student Camp	Quotation	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$37,031	01/09/2016	03/03/2017	Yes	No
Canberra College – Year 12 Formal	Quotation	Services (non-consultancy)	Ginger Catering at NAC Pty Ltd	\$37,641	30/11/2016	30/11/2016	Yes	No
Lyneham High School – Food Technology Flooring	Quotation	Goods	Thirlston Floor Coverings	\$37,748	28/03/2017	26/04/2017	Yes	No
Giralang Primary School – Heritage Plan	Quotation	Consultancy	GML Heritage Pty Ltd	\$37,917	01/08/2016	15/11/2016	No	No
Cranleigh School – Installation of PABX System	Public	Works	Datavoice Communications Pty Ltd	\$38,013	16/06/2017	16/09/2017	No	No
Arawang Primary School – Activity Play Equipment	Quotation	Goods	Swanshore Pty Ltd	\$38,655	30/01/2017	31/12/2017	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Dickson College – Formal 2016	Quotation	Services (non-consultancy)	National Convention Centre	\$39,038	28/11/2016	28/11/2016	No	No
Amaroo School – Classroom Furniture Replacement	Single Select	Goods	Furnware Australia	\$39,978	15/08/2016	16/12/2016	No	Yes
Weetangera Primary School – Year 3 and 4 Camp	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$40,569	26/09/2016	03/03/2017	No	Yes
Provision of SCISWebb, SCIS Authority Files and SCIS Subject Headings to ACT Government Schools in 2017	Single Select	Services (non-consultancy)	Education Services Australia Limited	\$41,508	21/10/2016	31/12/2017	No	Yes
Consultation Design Services	Quotation	Services (non-consultancy)	Design Managers Australia Pty Ltd	\$41,621	19/04/2017	19/12/2017	Yes	No
0 to 8 Program Review	Quotation	Consultancy	Economic Intelligence	\$42,000	03/10/2016	06/12/2016	Yes	No
Turner Primary School – Year 5 and 6 Camp	Quotation	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$43,090	09/03/2017	22/03/2017	Yes	No
Gold Creek School – New Caledonia Excursion	Single Select	Services (non-consultancy)	World Strides Pty Ltd	\$43,130	18/09/2016	30/09/2016	No	Yes
Teaching Young Children in English in Multilingual Contexts Tutor Training Program	Single Select	Services (non-consultancy)	Lexis Education Pty Ltd	\$43,312	30/05/2017	15/12/2017	No	Yes
Garran Primary School – Cooba Camp 2017	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$43,500	18/10/2016	17/05/2017	Yes	Yes
Hughes Primary School – Installation of Audio Visual Equipment in School Hall	Quotation	Goods	Canberra Visuals Pty Ltd	\$43,799	25/07/2016	16/02/2017	Yes	No
Neville Bonner Primary School – Smartboards for Transportables	Quotation	Goods	Vista Visuals Australia Pty Ltd	\$43,956	06/12/2016	30/01/2017	No	No
Hughes Primary School – Installation of Auto Sliding Doors	Quotation	Works	Haavisto Services Pty Ltd	\$46,692	06/06/2017	26/07/2017	Yes	No
Melrose High School – Electronic Sign	Quotation	Goods	Danthonia Designs	\$46,838	09/03/2017	31/03/2017	Yes	No
Melba Copland Secondary School – Student Resource Room	Quotation	Works	Colda Constructions Pty Ltd	\$48,114	23/05/2017	31/08/2017	Yes	No
Melrose High School – Year 7 Camp 2017	Single Select	Services (non-consultancy)	Action Learning Initiatives Pty Ltd	\$48,200	09/03/2017	11/03/2017	Yes	Yes

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Canberra College – Internal Upgrade	Single Select	Works	Independent Building Solutions (ACT) Pty Ltd	\$48,990	02/11/2016	30/06/2017	Yes	Yes
Narrabundah College – Italy School Excursion	Quotation	Services (non-consultancy)	Passport Travel	\$49,300	22/09/2016	09/10/2016	No	No
Chapman Primary School – Carpet and Vinyl Installation	Quotation	Goods	Hoods Carpet Court	\$49,841	16/02/2017	30/04/2017	Yes	No
Independent Cleaning Consultant	Single Select	Consultancy	Fresh Green Clean Pty Ltd	\$49,995	15/02/2017	31/07/2017	No	Yes
Content Keeper Education Web Licence Subscription	Public	Goods	Open Systems Australia	\$50,050	30/09/2016	30/11/2017	No	No
Mount Stromlo High School – Floor Coverings in Stairwells	Single Select	Works	Helen and Paul G Plunkett	\$50,182	19/04/2017	26/04/2017	Yes	Yes
Review of Organisational Structure	Quotation	Consultancy	Nous Group Pty Ltd	\$50,738	16/11/2016	08/12/2016	No	No
Evatt Primary School – Pergola Roof for Learning Support Unit	Quotation	Works	Tour Outdoor Space	\$52,352	09/02/2017	30/06/2017	No	No
Canberra High School – Central Australia Tour 2016	Quotation	Services (non-consultancy)	Trekset Tours	\$52,500	04/10/2016	14/10/2016	No	No
Amaroo School – Shade Structure	Quotation	Works	Greenline Group Pty Ltd	\$52,580	27/01/2017	28/04/2017	No	No
Aranda Primary School – Chromebook Program	Quotation	Goods	Learning With Technologies Pty Ltd	\$52,635	30/09/2016	31/12/2016	No	No
Hughes Primary School – Active Transport Bicycle Enclosure	Public	Works	Sheds Shade and Turf Pty Ltd	\$52,899	08/06/2017	31/12/2017	Yes	No
Amaroo School – Classroom Furniture Replacement	Single Select	Goods	Furnware Australia	\$53,304	19/08/2016	16/12/2016	No	Yes
Weetangera Primary School – Student Chairs and Desks	Quotation	Goods	R.E. Batger Pty Ltd	\$55,517	21/09/2016	20/01/2017	No	No
Amaroo School – New Playground Equipment	Quotation	Works	Adventure Plus	\$55,790	06/01/2017	03/02/2017	No	No
Black Mountain School – Half Basketball Court	Select	Works	Playground People	\$56,274	07/04/2017	09/06/2017	Yes	No
Financial Operations Review	Quotation	Consultancy	KPMG	\$57,618	13/10/2016	31/10/2016	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Yarralumla Primary School – Learning Support Unit Landscape Works	Quotation	Works	Dan and Dan Landscaping Pty Ltd	\$59,180	27/02/2017	30/06/2017	Yes	No
Narrabundah College – Purchase of School Calculators	Single Select	Goods	Abacus Calculators	\$59,400	17/10/2016	24/10/2016	No	Yes
Sustainable Development of Public School Facilities Life Cycle Costing	Quotation	Consultancy	Arup Pty Ltd	\$60,000	17/03/2017	30/06/2017	No	No
Quantity Surveyor Technical Advisory Services for North Gungahlin Preschool to Year 6 School	Single Select	Consultancy	Wilde and Woollard Quantity Surveyors Pty Ltd	\$60,500	31/03/2017	10/03/2018	No	Yes
Lyneham High School – New Assembly Hall Seating	Quotation	Goods	Sebel Furniture Ltd	\$60,877	11/05/2017	07/07/2017	No	No
Independent Assessment of Safety Management System for Occupational Violence Risk	Quotation	Consultancy	David Caple & Associates Pty Ltd	\$61,050	17/01/2017	14/04/2017	No	No
Campbell High School – Year 7 Camp	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$61,880	23/05/2017	26/05/2017	No	No
Calwell Primary School – Re-Carpeting Administration and Learning Units	Quotation	Goods	Pikes Flooring Pty Ltd	\$63,275	22/01/2017	20/04/2017	Yes	No
Lyneham High School – Construction of External Doorway and Access Ramp	Quotation	Works	Quay Building Group	\$63,348	29/06/2017	30/08/2017	Yes	No
Lyneham High School – Student New Zealand Trip 2017	Quotation	Services (non-consultancy)	WorldStrides Pty Ltd	\$63,818	19/07/2017	30/09/2017	No	No
Mount Stromlo High School – Year 7 Camp	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$66,790	05/04/2017	07/04/2017	No	No
North Ainslie Primary School – Double Glazing for Corridor and Classroom	Quotation	Goods	Solace Creations Pty Ltd	\$67,221	06/06/2017	01/09/2017	Yes	No
University of Canberra Senior Secondary College Lake Ginninderra – Student Japan Trip 2018	Quotation	Services (non-consultancy)	Flight Centre Travel Group	\$67,723	14/06/2017	31/01/2018	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Mount Stromlo High School – Japan Tour	Quotation	Services (non-consultancy)	JTB Australia Pty Ltd	\$67,876	01/07/2016	10/10/2016	No	No
Supply of Modular Classroom	Quotation	Works	AUSCO Modular Pty Limited	\$69,066	01/07/2016	29/12/2017	No	No
Google Management Console	Public	Services (non-consultancy)	ASI Solutions	\$70,400	22/05/2017	21/06/2017	No	No
Campbell High School – Japan Excursion	Quotation	Services (non-consultancy)	JTB Australia Pty Ltd	\$71,022	16/07/2016	10/10/2016	No	No
Lyneham High School – Malaysia Excursion 2017	Quotation	Services (non-consultancy)	G.E.T. Educational Tours Pty Ltd	\$71,980	21/09/2016	02/10/2016	No	No
Lanyon High School – Front Office Refurbishment	Quotation	Goods	Prestige Projects	\$72,293	01/05/2017	29/05/2017	Yes	No
Preparing ACT Public School Registered Training Organisations for an Australian Skills Quality Authority Re-Registration	Select	Services (non-consultancy)	CIT Solutions Pty Ltd	\$73,125	27/06/2017	31/08/2017	Yes	Yes
Google Chrome Management Licences for the Education Directorate	Quotation	Goods	Learning With Technologies Pty Ltd	\$73,700	15/09/2016	15/10/2016	No	No
Google Chrome Management Licences for the Education Directorate	Quotation	Goods	Learning With Technologies Pty Ltd	\$73,986	26/07/2016	28/07/2016	No	No
Principals As Numeracy Leaders	Single Select	Services (non-consultancy)	Association of Independent Schools of Western Australia Incorporated	\$74,280	01/03/2017	07/10/2017	No	Yes
Lyneham High School – Purchase of Student Desks	Quotation	Goods	R.E. Batger Pty Ltd	\$76,055	23/02/2017	13/04/2017	No	No
Giralang Primary School – Hard Court	Quotation	Works	Dynamic Sports Facilities	\$78,055	28/10/2016	20/01/2017	No	No
Dickson College – Japan Trip	Quotation	Services (non-consultancy)	Kinetetsu Educational Network	\$80,000	26/04/2017	19/09/2017	No	No
Amaroo School – Carpet Tiles	Quotation	Works	Thirlston Floor Coverings	\$82,346	22/12/2016	22/02/2017	Yes	No
Florey Primary School – Hard Court Reinstatement	Quotation	Works	Total Project Construction Pty Ltd	\$83,710	18/01/2017	19/05/2017	Yes	No
Wanniassa School – Junior Library and Quiet Room Upgrade	Quotation	Works	Aris Building Services Pty Ltd	\$84,517	22/03/2017	18/04/2017	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Read and Write for Windows	Single Select	Services (non-consultancy)	Texthelp Pty Ltd	\$88,649	19/10/2016	20/11/2016	No	Yes
Energy Assessments of 10 Canberra Public Schools	Public	Consultancy	The Trustee for the Viridis Australasia Trust	\$89,100	17/10/2016	30/05/2017	No	No
Amaroo School – Learning Support Unit Sensory Garden	Quotation	Works	Spacelab Studio Pty Ltd	\$89,154	20/01/2017	31/12/2017	Yes	No
Alfred Deakin High School – Year 7 Camp	Single Select	Services (non-consultancy)	Action Learning Initiatives Pty Ltd	\$90,622	02/12/2016	05/05/2017	Yes	Yes
ClickView Curriculum Library for ACT Public Schools	Single Select	Goods	ClickView Australia Pty Ltd	\$90,656	01/04/2017	31/03/2018	No	Yes
Amaroo School – Japan Trip	Quotation	Services (non-consultancy)	G.E.T. Educational Tours Pty Ltd	\$92,888	26/04/2017	03/10/2017	No	No
Majura Primary School – Playground Redevelopment	Quotation	Works	Brindabella Contractors Pty Ltd	\$94,610	09/01/2017	31/05/2017	Yes	No
Alfred Deakin High School – Northern Territory Excursion	Single Select	Services (non-consultancy)	G.E.T. Educational Tours Pty Ltd	\$95,788	17/09/2016	30/09/2016	No	Yes
Lyneham High School – Vietnam Tour 2017	Quotation	Services (non-consultancy)	WorldStrides Pty Ltd	\$105,344	01/02/2017	19/04/2017	No	No
Alfred Deakin High School – Japan Excursion	Single Select	Services (non-consultancy)	G.E.T. Educational Tours Pty Ltd	\$107,730	17/09/2016	02/10/2016	No	Yes
Turner Primary School – Painting	Public	Works	Glendening Commercial Painting and Maintenance Pty Ltd	\$109,476	11/04/2017	11/07/2017	Yes	No
Lyneham High School – Year 7 Camp	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$109,560	07/11/2016	03/03/2017	No	Yes
Development of a Safe Schools Program	Single Select	Services (non-consultancy)	Sexual Health and Family Planning ACT	\$110,000	10/02/2017	31/05/2017	Yes	Yes
Turner School – Car Park Extension	Quotation	Works	CB Excavations Pty Ltd	\$111,864	24/03/2017	19/05/2017	Yes	No
Curtin Primary School – Courtyard Upgrade	Quotation	Works	Dan & Dan Landscaping Pty Ltd	\$123,332	26/05/2017	31/07/2017	Yes	No
Black Mountain School – Rooms 18-20 and 50-51 Upgrade	Quotation	Works	Aris Building Services Pty Ltd	\$131,633	17/02/2017	30/06/2017	Yes	No
Revaluation of Non-Current Physical Assets	Quotation	Consultancy	CIVAS (ACT) Pty Ltd	\$139,700	21/12/2016	24/03/2017	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Purchase of Equipment for the Belconnen Regional Trades Skill Centre Locations	Quotation	Goods	Aussie 3D	\$140,595	21/11/2016	21/11/2016	No	No
Melrose High School – Italy and Spain Excursion 2017	Quotation	Services (non-consultancy)	Reho Travel Pty Ltd	\$148,195	01/07/2016	03/10/2016	No	No
North Gungahlin Preschool to Year 6 School Project	Public	Consultancy	Arup Pty Ltd	\$149,504	27/07/2016	27/01/2018	No	No
Callum Offices – Board of Senior Secondary Studies (BSSS) and Australian Institute for Teaching and School Leadership (AITSL) Relocation	Quotation	Works	Colda Constructions Pty Ltd	\$162,915	05/04/2017	18/05/2017	Yes	No
Developed Design Construct for the Caroline Chisholm School Centre for Innovation and Learning	Public	Consultancy	IQON Pty Ltd	\$163,324	24/01/2017	28/02/2017	Yes	No
Wanniassa Senior School – Replacement of Cooling Tower and Pump	Public	Works	Carrier Australia Pty Ltd	\$168,960	24/10/2016	24/11/2016	No	No
Early Years Assessment Tool – Performance Indicators in Primary Schools (PIPS) 2017-2019	Single Select	Goods	University of Western Australia	\$169,013	09/01/2017	09/01/2020	No	Yes
Lyneham High School – Italy and Greece Tour 2018	Quotation	Services (non-consultancy)	WorldStrides Pty Ltd	\$180,450	30/03/2017	24/04/2018	No	No
Alfred Deakin High School – Europe Excursion	Quotation	Services (non-consultancy)	G.E.T. Educational Tours Pty Ltd	\$187,880	13/12/2016	02/10/2017	No	No
Continuum of Educational Support for High Schools (Years 7-10)	Quotation	Consultancy	Griffith University	\$189,091	06/09/2016	27/01/2017	No	No
Student Resource Allocation – Students With Disability Review	Quotation	Consultancy	Victoria University	\$204,244	08/09/2016	04/09/2017	No	No
Wanniassa School – Chillers and Chilled Water Pumps Replacement Works	Public	Works	Carrier Australia Pty Ltd	\$223,258	08/05/2017	08/08/2017	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Agreement: Professional Learning Leadership – Aspiring Leaders Program Cohort 2	Select	Services (non-consultancy)	UOM Commercial Ltd	\$231,928	20/12/2016	31/07/2018	No	No
Principal's Authorised Person (PAP) Services for Modernising Belconnen High School	Public	Consultancy	XACT Project Consultants Pty Ltd	\$286,000	10/05/2017	31/01/2019	Yes	No
Belconnen High School Modernisation – Request for Expression of Interest (REOI) for Developed Design Construct	Public	Consultancy	Cockram Construction Ltd	\$650,075	04/05/2017	31/07/2017	No	No
ACT Education Adobe Enterprise Term Licence Agreement	Single Select	Goods	Adobe Systems Pty Ltd	\$668,629	31/05/2017	30/05/2020	No	Yes
Copyright Licences for ACT Public Schools	Single Select	Services (non-consultancy)	Copyright Agency Ltd	\$681,678	01/03/2017	01/03/2018	No	Yes
North Gungahlin Preschool to Year 6 – Design, Construct and Maintain Tender Process	Public	Works	Joss Construction	\$954,280	25/05/2017	28/07/2017	No	No
Provision of Cleaning Services at ACT Public Schools	Public	Services (non-consultancy)	ACT Commercial Cleaning Pty Ltd	\$2,451,319	28/06/2017	30/06/2019	Yes	No
Capital Upgrade Programmed Works – CUP 2016-17 – Package 5	Public	Works	IQON Pty Ltd	\$3,293,607	23/02/2017	31/08/2017	Yes	No
Caroline Chisholm High School – Centre for Innovation and Learning – Construction	Public	Works	IQON Pty Ltd	\$4,109,395	03/03/2017	30/11/2017	Yes	No
Provision of Heating, Ventilation and Cooling (HVAC) Energy Management and Maintenance Services	Public	Services (non-consultancy)	Engie Mechanical Services Pty Ltd	\$4,520,001	23/12/2016	30/11/2020	No	No
Provision of Heating, Ventilation and Cooling (HVAC) Energy Management and Maintenance Services	Public	Services (non-consultancy)	Carrier Australia Pty Ltd	\$4,660,861	01/02/2017	30/11/2020	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Provision of Heating, Ventilation and Cooling (HVAC) Energy Management and Maintenance Services	Public	Services (non-consultancy)	Hirotec Maintenance Pty Ltd	\$4,773,858	14/12/2016	30/11/2020	No	No
Provision of Heating, Ventilation and Cooling (HVAC) Energy Management and Maintenance Services	Public	Services (non-consultancy)	King Air Pty Ltd	\$5,122,726	14/12/2016	30/11/2020	Yes	No
Provision of Cleaning Services at ACT Public Schools	Public	Services (non-consultancy)	Menzies International (Aust) Pty Ltd	\$5,301,809	29/06/2017	30/06/2019	No	No
Provision of Cleaning Services at ACT Public Schools	Public	Services (non-consultancy)	Vivid Property Services Pty Ltd	\$6,467,260	28/06/2017	30/06/2019	No	No
Provision of Cleaning Services at ACT Public Schools	Public	Services (non-consultancy)	Dimeo Cleaning Services Pty Ltd	\$9,504,433	28/06/2017	30/06/2019	No	No
Provision and Implementation of a School Administration System	Public	Services (non-consultancy)	SMS Management & Technology	\$9,562,249	08/09/2016	07/09/2022	No	No
Amaroo School Expansion Project	Public	Works	Manteena Commercial Pty Ltd	\$10,596,432	03/03/2017	08/12/2017	Yes	No
Schools for the Future – Modernising Belconnen High School	Select	Works	Cockram Construction Ltd	\$18,864,337	29/06/2017	31/01/2019	No	Yes

* A regional SME is a business with fewer than 200 employees and located in Canberra or the following NSW councils: Bombala, Boorowa, Cooma-Monaro, Eurobodalla, Goulburn-Mulwaree, Harden, Palerang, Queanbeyan, Snowy River, Upper Lachlan, Yass Valley or Young.

The content of Table C5.2 has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2015 to 30 June 2016 in accordance with Government requirements and notified after 30 June 2016.

TABLE C5.2: ACTIVITIES EXECUTED IN 2015-16 FINANCIAL YEAR AND NOTIFIED TO THE CONTRACTS REGISTER IN 2016-17 FINANCIAL YEAR

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME)*	Exemption from Quotation and Tender Threshold Requirements
Education Directorate – Replacement of General Packet Radio Service (GPRS) Communication Units	Quotation	Goods	Security 1 Partnership	\$25,000	28/06/2016	31/07/2016	Yes	No
Gold Creek School – Purchase of Classroom Furniture for Junior School	Single Select	Goods	Woods Furniture Pty Ltd	\$25,565	10/11/2015	22/01/2016	No	Yes
Alfred Deakin High School – Year 10 Formal 2016	Single Select	Services (non-consultancy)	Ginger Catering at NAC Pty Ltd	\$25,894	12/11/2015	09/12/2016	Yes	Yes
Review of School Enrolment Projection Methodology	Single Select	Consultancy	The Australian National University	\$25,992	18/04/2016	02/06/2016	No	Yes
Workplace Investigation	Single Select	Consultancy	CPM Reviews Pty Ltd	\$27,296	09/09/2015	14/10/2015	Yes	Yes
Hawker Primary School – Year 5 and 6 Camp	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$27,339	22/02/2016	24/02/2017	Yes	Yes
Gold Creek School – Purchase of Classroom Furniture for Junior School	Single Select	Goods	Woods Furniture Pty Ltd	\$28,043	04/11/2015	22/01/2016	No	Yes
Marketing and Promotion Services	Single Select	Services (non-consultancy)	Beijing ShunYi ShenLi	\$28,240	16/05/2016	16/05/2016	No	Yes
Aranda Primary School – Year 5 and 6 Camp 2017	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$28,439	22/02/2016	24/02/2017	No	No
Lyneham Primary School – Year 5 and 6 Camp	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$30,995	05/02/2016	31/03/2017	No	Yes
Namadgi School – Purchase of Lockers	Single Select	Goods	FSP Australia Pty Ltd	\$32,246	22/03/2016	24/03/2016	No	Yes
Education Business Leadership	Single Select	Consultancy	Deakin University	\$32,890	25/02/2016	06/05/2016	No	Yes
Chapman Primary School – Year 5 and 6 Camp	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$32,999	29/04/2016	01/03/2017	No	No
Aranda Primary School – Year 5 and 6 Camp	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$33,034	16/03/2016	18/03/2016	Yes	Yes

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME)*	Exemption from Quotation and Tender Threshold Requirements
Recruitment of International Students	Single Select	Consultancy	America and Australia International Education and Multi-Culture Centre Pty Ltd	\$33,350	15/04/2016	01/05/2019	No	Yes
Harrison School – Year 5 and 6 Camp	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$33,501	29/09/2015	14/10/2016	No	No
Amaroo School – Softfall Repairs	Single Select	Works	Tour Outdoor Space (Tuff Group Pty Ltd)	\$39,909	29/04/2016	27/01/2017	No	Yes
Lake Tuggeranong College – Year 12 Formal	Single Select	Services (non-consultancy)	National Convention Centre	\$40,419	01/09/2015	20/01/2017	No	Yes
Dickson College – China Excursion	Quotation	Services (non-consultancy)	China Travel Service (Australia) Pty Ltd	\$41,785	29/04/2016	29/05/2016	No	No
Gungahlin College – Japan Excursion	Quotation	Services (non-consultancy)	JTB Australia Pty Ltd	\$42,998	27/06/2016	21/07/2016	No	No
Majura Primary School – Year 5 and 6 Camp	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$43,103	10/02/2016	15/02/2017	Yes	Yes
Curtin Primary School – Year 5 and 6 Camp	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$45,223	02/03/2016	04/03/2016	Yes	Yes
Boardmarker Online	Quotation	Goods	Spectronics	\$46,451	03/06/2016	04/06/2017	No	No
Canberra College – Electrical Works for Farmers Market	Single Select	Works	Everloch Electrical Pty Ltd	\$46,970	29/04/2016	30/07/2016	Yes	Yes
Wanniassa School – Ceiling Replacement	Quotation	Works	Scenic Group Pty Ltd	\$47,584	10/06/2016	30/06/2016	Yes	No
Gungahlin College – USA Trip 2017	Quotation	Services (non-consultancy)	Travelbound Education Pty Ltd	\$52,700	29/06/2016	19/04/2017	No	No
Telopea Park School – Year 7 Camp	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$56,900	28/08/2015	22/02/2017	No	Yes
Harrison School – School Signage	Quotation	Goods	Danthonia Designs	\$65,195	10/05/2016	10/08/2016	No	No
Southern Cross Early Childhood School – Forrest Tree House and Bush Camp Stage 1	Quotation	Works	BAL Building Group Pty Ltd	\$66,347	12/04/2016	01/08/2017	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME)*	Exemption from Quotation and Tender Threshold Requirements
University of Canberra Senior Secondary College Lake Ginninderra – Student Japan Trip 2018	Quotation	Services (non-consultancy)	Flight Centre Travel Group	\$67,723	14/06/2017	31/01/2018	No	No
Gold Creek School – Purchase of Classroom Furniture for Senior School	Single Select	Goods	Woods Furniture Pty Ltd	\$76,339	05/02/2016	01/04/2016	No	Yes
ClickView Curriculum Library for ACT Public Schools	Single Select	Goods	ClickView Australia Pty Ltd	\$80,672	01/04/2016	31/03/2017	No	Yes
Harrison School – Japan Trip	Quotation	Services (non-consultancy)	JTB Australia Pty Limited	\$84,244	12/01/2016	02/10/2016	No	No
Maze Core Licence Support and Maintenance	Single Select	Goods	CIVICA Education Pty Ltd	\$99,480	01/01/2016	31/12/2017	No	Yes
Linkage Agreement – Innovative Learning Environments and Teacher Change	Single Select	Goods	University of Melbourne	\$120,000	24/05/2016	24/05/2020	No	Yes
Adobe Software Licence Agreement	Single Select	Goods	Edsoft Interactive Pty Ltd	\$248,288	31/05/2016	30/05/2017	No	Yes

* A regional SME is a business with fewer than 200 employees and located in Canberra or the following NSW councils: Bombala, Boorowa, Cooma-Monaro, Eurobodalla, Goulburn-Mulwaree, Harden, Palerang, Queanbeyan, Snowy River, Upper Lachlan, Yass Valley or Young.

For further information contact:
Director
Infrastructure and Capital Works
(02) 6205 1289

C6. STATEMENT OF PERFORMANCE



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY



Sensitive: Auditor-General

A17/06

Ms Natalie Howson
Director-General
Education Directorate
Level 6, 220 Northbourne Avenue
BRADDON ACT 2612

Dear Ms Howson

**REPORT OF FACTUAL FINDINGS - EDUCATION DIRECTORATE
STATEMENT OF PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2017**

The Audit Office has completed the review of the statement of performance of the Education Directorate for the year ended 30 June 2017.

I have attached the statement of performance and an unqualified report of factual findings.

I have provided a copy of the statement of performance and report of factual findings to the Minister for Education and Early Childhood Development, Ms Yvette Berry MLA.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. Copper'.

Dr Maxine Copper
Auditor-General

5 September 2017

c.c. Ms Carol Lilley, Chair, Audit Committee
Ms Tracy Stewart, Director, Governance and Community Liaison
Mr Mark Whybrow, Chief Financial Officer
Ms Megan Young, Chief Internal Auditor

REPORT OF FACTUAL FINDINGS**EDUCATION DIRECTORATE****To the Members of the ACT Legislative Assembly****Review opinion**

I am providing an **unqualified review opinion** on the statement of performance of the Education Directorate (the Directorate) for the year ended 30 June 2017.

During the review, no matters were identified which indicate that the results of the accountability indicators reported in the statement of performance are not fairly presented in accordance with the *Financial Management Act 1996*.

Basis for the review opinion

The review was conducted in accordance with Australian Auditing Standards. I have complied with the requirements of the Accounting Professional and Ethical Standards 110 *Code of Ethics for Professional Accountants*.

I believe that sufficient evidence was obtained during the review to provide a basis for the review opinion.

Responsibility for preparing and fairly presenting the statement of performance

The Director-General of the Directorate is responsible for:

- preparing and fairly presenting the statement of performance in accordance with the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*; and
- determining the internal controls necessary for the preparation and fair presentation of the statement of performance so that the results of accountability indicators and accompanying information are free from material misstatements, whether due to error or fraud.

Responsibility for the review of the statement of performance

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*, I am responsible for issuing a report of factual findings on the statement of performance of the Directorate.

As required by Australian Auditing Standards, the auditors:

- applied professional judgement and maintained scepticism;
- identified and assessed the risks of material misstatements due to error or fraud* and implemented procedures to address these risks so that sufficient evidence was obtained to form a review opinion; and
- reported the scope and timing of the review and any significant deficiencies in reporting practices identified during the review to the Director-General.

(*The risk of not detecting material misstatements due to fraud is higher than the risk due to error, as fraud may involve collusion, forgery, intentional omissions or misrepresentations or the override of internal controls.)


Limitations on the scope of the review

The review was conducted in accordance with Australian Auditing Standards applicable to review engagements, to provide limited assurance that the results of the accountability indicators reported in the statement of performance have been fairly presented in accordance with the *Financial Management Act 1996*.

A review is primarily limited to making inquiries with representatives of the Directorate, performing analytical and other review procedures and examining other available evidence. These review procedures do not provide all of the evidence that would be required in an audit, therefore, the level of assurance provided is less than that given in an audit. An audit has not been performed and no audit opinion is being expressed on the statement of performance.

This review does not provide assurance on the:

- relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets;
- accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations;
- adequacy of controls implemented by the Directorate; or
- integrity of reviewed statement of performance presented electronically or information hyperlinked to or from the statement of performance. Assurance can only be provided for the printed copy of the reviewed statement of performance.


Dr Maxine Cooper
Auditor-General
5 September 2017

Education Directorate

Statement of Performance

For the Year Ended 30 June 2017

**Education Directorate
Statement of Performance
For the Year Ended 30 June 2017**

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2017 and also fairly reflects the judgements exercised in preparing it.



Natalie Howson
Director-General
3 September 2017

Education Directorate
Statement of Performance
For the Year Ended 30 June 2017

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. It is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced curriculum allows the students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability. These include special needs schools, special classes or units in mainstream schools and additional support in mainstream classes.

	2016-17 Target	2016-17 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)¹				
1.1 Public Primary School Education	359,248	357,579	(0.5%)	
1.2 Public High School Education	180,155	177,117	(1.7%)	
1.3 Public Secondary College Education	119,469	115,667	(3.2%)	
1.4 Disability Education in Public Schools	77,685	74,679	(3.9%)	
Total Output Class	736,557	725,042	(1.6%)	
Controlled Recurrent Payments (\$'000)¹				
1.1 Public Primary School Education	304,934	300,623	(1.4%)	
1.2 Public High School Education	156,828	154,611	(1.4%)	
1.3 Public Secondary College Education	102,149	100,705	(1.4%)	
1.4 Disability Education in Public Schools	69,928	68,939	(1.4%)	
Total Output Class	633,839	624,878	(1.4%)	

Notes:

1. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.

Education Directorate
Statement of Performance
For the Year Ended 30 June 2017

Output Class 1: Public School Education	2016-17 Target	2016-17 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Accountability Indicators^a				
Early childhood education				
a. Number of enrolments in preschool in public schools	4,650	4,603	(1.0%)	
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	231	251	8.7%	
School participation				
a. Attendance rate of public school students in year 1 to year 10	91.5%	91.7%	0.2%	
Education and care services				
a. Assessment and ratings completed within legislated timeframes ^b	100%	98%	(2.0%)	
b. Annual compliance audit is delivered in full ^c	100%	100%	-	
Disability education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	98%	(2.0%)	
Senior secondary education				
a. Percentage of year 10 students who proceed to public secondary college education	85%	93%	9.4%	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education	80%	86%	7.5%	
c. Apparent retention of public school students from year 7 to year 12	100%	100%	-	
d. Apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12	75%	99%	32.0%	Note 1
e. Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	48%	(4.0%)	
f. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a Tertiary Entrance Statement	20%	23%	15.0%	Note 2
g. Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	50%	(17.0%)	Note 3
h. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a nationally recognised vocational qualification	50%	49%	(2.0%)	
Regulatory and process reform initiative				
a. Commenced implementation of red tape reduction initiatives ^d	30 June 2017	29 March 2017	-	
Average cost (\$) per student per annum in public:				
a. Preschools	6,768	7,026	3.8%	
b. Primary schools	14,473	13,632	(5.8%)	
c. High schools	18,764	17,799	(5.1%)	
d. Secondary colleges	19,217	18,184	(5.4%)	
e. Special schools	67,757	64,955	(4.1%)	Note 4
f. Mainstream Schools' student with a disability	29,721	27,132	(8.7%)	Note 4

Notes to indicators:

- The above Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.
- Authorised Officers from Children's Education and Care Assurance conduct assessment and rating of services against the National Quality Standard. The process follows statutory provisions and national practice to the assessment and rating of the quality of education and care services across a variety of service settings. The process is a 20 week cycle with key activities including: notification of the cycle commencement; assessment visit; and the issue of a final report and rating notice. Evidence is collected at the assessment visit and a rating is assigned against 18 standards, the assessment report and rating notice is then issued. *Under the Education and Care Services*

Education Directorate
Statement of Performance
For the Year Ended 30 June 2017

National Law (ACT) Act 2011 the legislated timeframe between the assessment visit and the issue of the final report and rating notice is within 60 days.

- c. Over a year, the Regulatory Authority conducts scheduled audits of services on the basis of a risk rating or each service. The Regulatory Authority also prepares a schedule of audits for accountability against this indicator. Under the specifications of the indicator, this scheduled number is endorsed by the Directorate's Senior Executive Team. The indicator measures how many audits were completed against the number determined at the beginning of the financial year. In 2016-17 the scheduled number was 36 audits, which represents approximately 10 percent of approved services at the commencement of the financial year.
- d. Refining the School Data Tool (SDT) was chosen as the initiative for implementation at the start of the reporting period. A new version of the SDT was released on 29 March 2017. The new version included additional data sets and upgrades to the user interface.

Variance explanations:

- 1. The higher Aboriginal and Torres Strait Islander students' apparent retention rate reflects the Directorate's focus on providing additional support and encouragement to students to complete year 12, through initiatives such as the Student Aspirations Program, pathways planning, secondary and tertiary scholarships and by increasing cultural integrity in all ACT public schools.
- 2. More Aboriginal and Torres Strait Islander students in ACT public schools received a Tertiary Entrance Statement.
- 3. There was a reduction of 233 students (or 13.5%) undertaking a vocational qualification in 2016 from 2015 leading to a lower percentage of year 12 students receiving a nationally recognised vocational qualification.
- 4. The decrease is primarily related to the restructuring of administrative arrangements of Special Needs Transport services transferred from the Directorate to the Transport Canberra and City Services Directorate on 1 July 2016.

Education Directorate
Statement of Performance
For the Year Ended 30 June 2017

Output Class 2: Non-government Education

Output 2.1: Non-government Education

Description

The Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Government grants.

	2016-17 Target	2016-17 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)¹	3,808	3,840	0.8%	
Controlled Recurrent Payments (\$'000)¹	3,213	3,185	(0.9%)	
Accountability Indicators²				
a. All non-government schools operating in the ACT during the reporting period are registered	100%	100%	-	
b. The provisional registration of home educated students is completed within ten school days of the receipt of the application	100%	100%	-	
c. Grants paid within the required period of receiving funds from the Commonwealth Government ³	100%	100%	-	

Notes:

1. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.
2. Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.
3. The required period referred to in this accountability indicator is seven business days.

PART F

PART F

F1. INVESTIGATION OF COMPLAINTS

COMMUNITY FEEDBACK

During the 2016-17 reporting period the Education Directorate logged over 1,300 items of feedback comprising notifications, suggestions, requests for information and service, compliments received in writing and complaints received in writing and by phone.

The Directorate's handling of written feedback is recorded in an online Customer Relationship Management (CRM) tool. The CRM tool allows members of the community to directly lodge their feedback with the Directorate, receive a tracking code for their feedback, and specify whether the feedback was related to a request for information, a request for service, a compliment or a complaint. The CRM tool allowed the Directorate to ensure that all written feedback received a response either by the Education Support Office or by the relevant ACT public school.

Feedback is also provided directly to schools and to individual teams within the Directorate. This feedback is generally responded to directly by the relevant school or area. In some cases, the feedback may need to be escalated to the Directorate's Complaints and Liaison Unit for a response. These escalated cases are recorded in the CRM database and included in the count of items described earlier in this section.

FEEDBACK ABOUT ACT PUBLIC SCHOOLS

The more than 1,300 CRM records logged during the period included 249 complaints and 491 other items of feedback about ACT public schools.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

PART I

PART I

I. MINISTERIAL AND DIRECTOR-GENERAL DIRECTIONS

Agencies with responsibilities under the *Education Act 2004* must report on any Ministerial Direction and any direction given by the Director-General to a particular School Board.

In 2016-17 there were no directions given by the Minister, or by the Director-General to a particular School Board, under the *Education Act 2004*.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

ANNEX REPORTS

ANNEX
REPORTS

ACT TEACHER QUALITY INSTITUTE ANNUAL REPORT 2016-17

A. TRANSMITTAL CERTIFICATE



ACT
Government



Ms Yvette Berry MLA
Minister for Education and Early Childhood Development
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

This Report has been prepared under the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Teacher Quality Institute.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2016 to 30 June 2017 has been included.

I hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standards, Part 2.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within 15 weeks of the end of the financial year.

Yours sincerely

A handwritten signature in blue ink, reading 'William Maiden'.

Dr William Maiden PSM OAM
Board Chair
ACT Teacher Quality Institute
8 September 2017

A handwritten signature in blue ink, reading 'Anne Ellis'.

Ms Anne Ellis
Chief Executive Officer
ACT Teacher Quality Institute
8 September 2017

COMPLIANCE STATEMENT

The ACT Teacher Quality Institute (TQI) Annual Report must comply with the 2017 Annual Report Directions (the Directions). The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under the five Parts of the Directions, that are applicable to the ACT Teacher Quality Institute and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 of the Directions.

In compliance with Section 13 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

Part 2 Directorate and Public Sector Body Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all directorates and public sector bodies and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report as follows:

- > A. Transmittal Certificate, see page 236;
- > B. Organisational Overview and Performance, inclusive of all subsections, see pages 238 – 247; and
- > C. Financial Management Reporting, inclusive of all subsections, see pages 247 – 248.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2016-17 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2017 Directions are applicable TQI and can be found within the Annual Report

- > F.2 Teacher Quality Institute, see pages 249 - 251 and 253 - 269; and
- > I. Ministerial and Director-General Directions, see page 252.

Part 5 Whole of Government Annual Reporting

All subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- > N. Community Engagement and Support, see the annual report of Chief Minister, Treasury and Economic Development Directorate;
- > O. Justice and Community Safety, including all subsections O.1 – O.4, see the annual report of the Justice and Community Safety Directorate;
- > P. Public Sector Standards and Workforce Profile, including all subsections P.1 – P.3, see the annual State of the Service Report; and
- > Q. Territory Records, see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:

http://www.cmd.act.gov.au/open_government/report/annual_reports

B. ORGANISATION OVERVIEW AND PERFORMANCE

B.1 ORGANISATIONAL OVERVIEW

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.

VISION, PURPOSE AND VALUES OF THE INSTITUTE

Our vision

ACT teachers uphold and embody the standards of the profession to enhance the education of students.

Our purpose

To implement professional regulation and to lead teacher quality initiatives to ensure the professional standing of ACT teachers and to enhance community confidence in the ACT teaching profession.

Our Values

- > Respect
- > Integrity
- > Collaboration
- > Excellence
- > Innovation
- > Learning

ROLE, FUNCTIONS AND SERVICES OF THE INSTITUTE

Our Role

TQI's role in relation to the ACT teaching profession stems from the TQI Act. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, importantly, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter, and progress through, career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT.

The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

FUNCTIONS AND SERVICES

TQI functions set out in section 11 of the TQI Act are to:

- > register or grant permits-to-teach to eligible people;
- > keep a register of, and records relating to, teachers working or intending to work in the ACT;
- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;

- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT;
- > determine standards, including assessment and certification standards, for the ACT teaching profession; and
- > accredit education programs for pre-service teachers and practising teachers.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- > direct regulatory services with respect to the ACT teaching profession;
- > quality assurance of initial teacher education programs in ACT universities; and
- > quality assurance with respect to professional learning programs for ACT teachers.

TQI also:

- > provides advice and training to ACT teachers in relation to all aspects of the *Australian Professional Standards for Teachers*;
- > facilitates collaborative teaching practice across the ACT teaching profession; and
- > promotes the continuing development and professionalism of ACT teachers.



New assessors in face-to-face component of Certification Assessor Training Program

ORGANISATIONAL STRUCTURE, OPERATING ENVIRONMENT AND PLANNING FRAMEWORK

Our structure

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out in Table 1.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff (numbering 10.8 FTE as at 30 June 2017).

Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA).

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the 2017 Annual Report Directions issued under section 9 of that Act.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education Directorate in relation to minor financial accounting and internal audit matters.

Planning Framework

In 2015, the TQI Board approved a new strategic planning document: *TQI Strategic Direction 2015-19*. Under this new direction, TQI will focus its efforts on the following four key areas:

- > sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the *Australian Professional Standards for Teachers* in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;
- > implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities and developing innovative practical approaches to better prepare initial teachers entering the profession;
- > promoting increased engagement by all ACT teachers in high quality professional learning and reflection; and
- > collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality and student learning.

The achievements against each of these key focus areas over the reporting period are discussed in B2 below.

TQI GOVERNING BOARD

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board.

Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- > 6 September 2016;
- > 6 December 2016;
- > 21 March 2017; and
- > 20 June 2017.

The Minister made two appointments to the Board during the reporting period as follows:

- > Ms Moira Najdecki resigned as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office (section 15(2)(e)), and was replaced by Mr Timothy Elliott who was appointed on 17 March 2017; and

- > Ms Diane Joseph resigned as the member nominated by the Education Directorate Director-General (section 15(2)(c), and was replaced by Ms Meredith Whitten on 7 September 2016.

The above appointments are for a period of three years.

TABLE 1: TQI BOARD MEMBERS AND MEETING ATTENDANCE 2016-17

Member	Qualifications	Role	Number of meetings attended
Dr William Maiden PSM OAM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL ACT	Chair	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	4
Associate Professor Carolyn Broadbent	PhD, MEd(Research), BEd, DipTeach, TPTC, FACE, FACEL	Australian Catholic University, ACT Campus	3
Ms Meredith Whitten	BA, Grad Dip Lib Studies, Grad Dip Off Admin, Grad Dip Gov and Com Law	Deputy Director-General, Business Services Division, Education Directorate	3
Ms Moira Najdecki	MEdLeadership, GradDip (Religious Ed), GradCert (Religious Ed), MA, DipEd, BA, FACEL	Catholic Education Office	2
Mr Timothy Elliott	MEdLeadership, BEd, Dip(Teaching)	Catholic Education Office	1
Ms Lyn Caton	DipEd, GradCert Religious Ed, DipA (App)	NSW/ACT Independent Education Union	3
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	1
Mrs Narelle Hargreaves OAM	BEd, FACE, FACEL	Community representative	4
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	4
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), MEd, FACEL	Teaching profession in non-government schools	2
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	3
Ms Julie Murkins	MIL (Masters, Instructional Leadership) BA, GradDipEd	Teaching profession in government schools	4

Board Committees

The TQI Board has three committees which met a number of times during the reporting period. The Teacher Professional Registration Committee met twice, the Initial Teacher Education Committee met four times, and the Professional Learning and Development Committee met three times.

Aboriginal and Torres Strait Islander reporting

In the 2016-17 period, TQI accredited 37 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the *Australian Professional Standards for Teachers*. In this reporting period, 1,043 teachers participated in one or more of these programs.

B.2 PERFORMANCE ANALYSIS

Overview

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students.

The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a comprehensive framework that closely integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates preparation for the profession for initial teachers, national professional standards, high quality professional learning, and formal accreditation and registration requirements. The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

Under the regulatory framework, there are important obligations imposed on all employers of teachers in ACT schools to help support the integrity of that framework and to help maintain community confidence in all ACT teachers. Over the reporting period, employers in all school sectors took action on these reporting obligations under the legislation. TQI cancelled the registration of one teacher.

The 2016-17 reporting year is the second year of the Institute's *Strategic Direction 2015-2019*. Key achievements against the Strategic Direction over this reporting year are discussed below.

1. Sustaining a comprehensive registration framework and embedding the *Australian Professional Standards for Teachers*

Key elements of the registration framework established by the TQI Act and subordinate legislation are:

- > Only teachers approved under the TQI Act can work in ACT schools;
- > All teachers must comply with the *TQI Code of Professional Practice and Conduct*;
- > All teachers must have a current *Working with Vulnerable People* (WwVP) registration;
- > In order to renew their registration annually, teachers must report on 20 hours of professional learning completed by them in the previous 12 months (this issue is discussed in detail in sub-section 3 below); and
- > In order to renew their Full registration annually, teachers must complete 20 days of professional practice in the year preceding that renewal (this new requirement is discussed below).

TQI employs a wide range of communication channels to ensure that all ACT teachers, and all employers of teachers in the ACT, are aware of their obligations and responsibilities under the regulatory framework. For example, in the reporting period:

- > TQI communicated extensively with teachers and employers, to help them understand the relationship between their Working with Vulnerable People and professional teacher registrations;
- > TQI conducted 32 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on the progression to Full registration process. More than 391 teachers attended; and
- > TQI developed new communications and partnerships with the Australian Catholic University and the University of Canberra around the professional responsibilities of pre-service teachers.

During the 2017 registration renewal period all teachers with Full registration were notified about the new 'recency of practice' requirement - the final phase of the ACT implementation of the nationally consistent teacher registration agreement. This requirement is outlined in s.32 of the TQI Act. Teachers were advised that they will now need to complete 20 days of professional practice in the year preceding their registration renewal. ACT teachers who cannot meet the annual requirement in a given year will have the flexibility to complete 100 days over a five year period.

There is a close relationship between the new Reportable Conduct Scheme (RCS) as it relates to teachers and the *TQI Code of Professional Practice and Conduct* and the *Working with Vulnerable People* registration process. The RCS is an employment based child protection measure, designed to ensure that allegations of abuse and certain criminal convictions are identified, reported and acted on appropriately. Consequently, TQI was actively involved in the cross-government work towards the introduction of the RCS in the ACT. The Scheme commences 1 July 2017.

The *Australian Professional Standards for Teachers* are embedded in the TQI regulatory framework in a number of different ways.

For example, to gain Provisional registration, new entrants to the teaching profession in the ACT must be able to demonstrate competency against the *Graduate* level of the Standards, and to gain Full registration applicants must be able to demonstrate competency against the *Proficient* level of the Standards.

TQI also has developed processes to enable teachers in the ACT to seek accreditation against the higher levels of the Standards. This voluntary process benchmarks applicants against the 'Highly Accomplished' and 'Lead' career stages of the Standards.

In partnership with the Australian Institute for Teaching and School Leadership (AITSL), TQI continues to train experienced ACT school leaders from across the three sectors in the Assessor Training Program for certification against the *Australian Professional Standards for Teachers*. As at 30 June 2017, a pool of 19 trained certification assessors has been established in the ACT. This number should ensure that all teachers seeking certification against the higher levels of the Standards in the next few years will be able to be considered in a timely and efficient manner.

The second Highly Accomplished and Lead Teacher (HALT) Summit was held in March 2017, and a contingent of 31 ACT educators attended. The Summit provided an opportunity for attendees to engage with educators from across Australia and hear from keynote speakers including the Federal Minister of Education, Senator Simon Birmingham, Professor John Hattie, Board Chair AITSL, John Pascoe, Growth Coaching International and Professor Carol Dweck, Stanford University.



ACT representatives at the HALT Summit 2017 pictured with Professor John Hattie (back row, 3rd from right), AITSL Board Chair, and Ms Lisa Rodgers (2nd row from back, right), AITSL CEO.

2. Implementing comprehensive reforms of initial teacher education

Reform of initial teacher education (ITE) programs, through implementation of the Teacher Education Ministerial Advisory Group's (TEMAG) recommendations, was a national priority for Education Ministers during 2016-17. High quality preparation of future teachers is key to improving education for all Australian school students.

In the ACT, the TQI has legislative responsibilities for accrediting ITE programs (see s.11(1)(g) and s.76(a) of the Act). All initial teacher education programs offered in 2017 by ACT universities were accredited using the national ITE program standards and procedures. These programs will transition to the revised ITE program accreditation standards during 2017.

The revised national accreditation standards and procedures require providers of ITE programs to:

- > demonstrate greater transparency in the selection of students through publication of the selection criteria and student cohort data;
- > develop formal written partnership agreements to support every professional experience placement;
- > ensure that every initial teacher education graduate has successfully completed the National Literacy and Numeracy Test;
- > develop and implement a plan for demonstrating program outcomes, including program impact;
- > provide clearly defined pathways that lead to a primary subject/curriculum specialisation for every primary initial teacher education graduate;
- > ensure that every initial teacher education graduate has demonstrated readiness to teach through successful completion of a final year teaching performance assessment; and
- > report annually to accreditation authorities on a broad range of data required for monitoring the success of initial teacher education programs and for the National Data Strategy.

Both ACT based universities offering ITE programs, the University of Canberra and the Australian Catholic University, have been engaged in the development and trialling of teaching performance assessments to be implemented from 2018.

TQI continued to work in partnership with AITSL and teacher regulatory bodies to ensure a high level of consistency in the judgement of panels assessing ITE programs for accreditation. The ACT has fourteen trained ITE accreditation panel members, including three trained panel chairs, who are eligible to sit on local and interstate accreditation panels. These panel members have participated in panels assessing ITE programs offered by universities in Victoria, Queensland and New South Wales.

From 2017, all graduates from ITE programs delivered in the ACT are required to have successfully completed the Australian Literacy and Numeracy Test for Initial Teacher Education Students. This test is designed to ensure new teachers are well equipped to meet the demands of teaching and to assist the general public to have increased confidence in the skills of graduating teachers.

TQI has continued to lead collaborative work with local ITE providers, ACT schools and teacher employers in the provision of high quality professional experience for ITE students. High quality professional experience is critically important to ensuring that newly qualified teachers are ready to teach.

TQI also consulted with ACT education stakeholders including employers, teachers, universities providing initial teacher education programs and teacher unions to finalise a 'professional experience framework' for pre-service teachers in ACT schools for implementation from the beginning of 2017. The 'professional experience framework', incorporating school/university partnerships and a final year teaching performance assessment, is critically important to ensuring that newly qualified teachers are ready to teach.

3. Promoting increased engagement by all ACT teachers in high quality professional learning and reflection

ACT teachers recorded more than 258,150 hours of professional learning (PL) in the year preceding their 2017 registration. An average of 31.4 hours of professional learning activities per teacher was recorded and reflected on. These figures testify to the dedication of the ACT teaching profession as the majority of teachers continue to undertake PL in excess of the minimum 20 hours annually required for renewal of registration.

Of the 7,320 teachers renewing registration for 2017, 97% (7121) fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 3% (199) arranged professional learning variation plans with TQI to meet their obligations.

The TQI online recording system explicitly links the *Australian Professional Standards for Teachers* to individual teacher, sector and school learning goals. This function helps individual teachers to identify PL activities that are relevant to the content and practice of their teaching and supports them as effective teaching professionals.

The TQI Professional Learning and Development Committee planned future refinements to the TQI professional learning framework to ensure that it continues to meet the needs of ACT teachers. TQI identified through an environmental scan of PL activities that teachers continue to value the importance of working collaboratively in professional learning communities within schools, sectors, and cross-sectorally. Teachers have actively engaged in networking opportunities and fostered further professional relationships across the Territory. An example of these strong partnerships is the *Everyone Everyday toolkit for inclusion program* that is now delivered by trained facilitators from Public, Catholic and Independent sectors.

Teacher reflection on practice has been identified as the next area for review to ensure that it continues to support the continued professional growth of the ACT teaching profession.

The TQI business system provides real time data to Principals and teachers to facilitate the management of professional learning at a school and allow individual teachers to monitor their progress and continue their reflections.

There were 506 TQI accredited professional learning programs available during the reporting period. Of these programs, 43 had been accredited for a second year. Program providers have access to real-time evaluation data which allows them to improve the quality and relevance of their programs.

Details of programs accredited 1 July 2016 to 30 June 2017 are listed in Attachment 1 to this report.

4. Collecting strategic data for research efforts aiming to enhance teacher quality and student learning

TQI has adopted a 'digital first' strategy since its inception in 2011. All interactions between TQI and ACT teachers within the TQI professional regulatory framework take place in a real time online environment. TQI is the only agency that can collect and analyse data for the whole ACT teaching profession and associated stakeholders, with a view to supporting the whole of career journey of ACT teachers. It acts as a data collection point for all sectors, which supports consistency of data collection, analysis and dissemination of key teacher workforce and regulatory compliance data to TQI stakeholders including teachers, schools and employers.

TQI is participating in the National Data Strategy, a multi stakeholder project coordinated by AITSL. The purpose of the project is to develop a national strategy for initial teacher education and teacher workforce data. AITSL is referencing TQI's data structure and collection model to specify the national minimum dataset for teacher regulatory bodies.

Outlook

TQI sees embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers as one of its key ongoing objectives. A major focus of TQI efforts will be on continuing to increase the numbers of ACT school leaders trained to assess teachers for certification at the higher levels of the Standards (i.e. the 'Highly Accomplished' and 'Lead' teacher levels). The goal is that each year, for the next three years, an additional 25 ACT school leaders will be trained. The additional assessors will not only provide a sustainable cohort for the assessment of certification applicants, but build capacity within ACT schools for standards-based development of teachers.

TQI will continue to communicate with all ACT teachers to ensure that they understand their minimum professional learning and practice obligations so that they can maintain their registration, and to reinforce the strong links between professional learning and the standing of the teaching profession within the ACT community.

TQI launched a public Facebook page in May 2017. The page has reached over 10,000 people and every week attracts more followers and 'likes'. In the year ahead, TQI will make increased use of this page, and other social media platforms.

The enhancements to TQI's online business system (funded in the 2015-16 ACT Budget) will deliver an even more user-friendly interface between TQI and the ACT teaching workforce. Work on the enhancements will be finished in the 2019 school year.

The enhanced business system should also allow TQI to collect and undertake more complex analyses of the ACT teaching workforce. This will be of assistance to all ACT teacher employers and principals, school leaders and members of the teaching profession.

TQI will also continue to place high priority on facilitating cross-sectoral collaborative practices across the teaching profession as a whole in the ACT. It will continue to build on past initiatives in this area such as the Beginning Teacher, Teacher Mentoring, and Casual Teacher Networks. These networks bring together teachers from all schools and sectors and provide targeted advice, ideas, and networking opportunities. In addition, TQI will continue to pursue targeted strategies aimed at improving the quality of newly qualified entrants to the teaching workforce.

All these initiatives are intended to deliver a more highly skilled and professional teaching workforce within the ACT.

Over time, this stronger workforce will be in a position to ensure improved student outcomes across all ACT school sectors.

In the coming year, TQI will explore cost effective ways to measure the progress achieved against the goals of its *Strategic Direction 2015-2019* to ensure that our efforts in the final years of that plan can be focussed on achieving maximum outcomes.

B.4 RISK MANAGEMENT

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

Strategic Risks are identified as a part of the development and review of the TQI Strategic Direction. Strategic risks, their assessment and treatments, are approved by TQI Board. *Operations/Service level risks* are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff. *Project risks* are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

B.5 INTERNAL AUDIT

TQI is covered by the audit arrangements of the Education Directorate audit framework.

B.6 FRAUD PREVENTION

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

B.7 WORKPLACE HEALTH AND SAFETY

In the 2016-17 reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

B.8 HUMAN RESOURCES MANAGEMENT

Staffing Profile

TQI has a small staff comprising the Chief Executive Officer and 10.8 FTEs. The staff gender ratio is 67% female, 33% male. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

Professional Development

TQI staff attended a range of professional development activities including internal TQI training, Whole-of-Government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, participation in Whole-of-Government communities of practice and administrative courses. Topics covered included initial teacher education panel training, national certification, national standards, new Whole-of-Government initiatives, effective communications and leadership training.

C. FINANCIAL MANAGEMENT REPORT

C.1 FINANCIAL MANAGEMENT ANALYSIS

TQI continues to operate in a sound financial manner. The ACT Government and registration fees remain the primary sources of revenue for TQI.

C.2 FINANCIAL STATEMENTS

The summary report below shows the details of income and expenses for TQI for the financial year 2016-17 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2017 \$'000
INCOME		
Revenue		
Government Payment for Output	1	1,234
Interest		16
Other Revenue	2	864
Grants		-
Total Revenue		2,114
EXPENSES		
Employee Expenses		1,373
Superannuation Expenses		209
Supplies and Services	3	463
Depreciation		334
Total Expenses		2,379
Operating (Deficit)/Surplus		(265)
Cash at bank at the end of 2016-17		508

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and passed on to TQI.
2. Other Revenue consists of own source revenue from registration fees. This revenue is seasonal and is mainly collected between January and March when registrations are renewed. In the 2015-16 ACT Budget, the registration fee was increased by \$5 per year for 2017, 2018 and 2019. The fee increases apply to all registration and permit-to-teach initial and renewal applications.
3. Supplies and Services consists of:

Actual 2017 \$'000	
Property Maintenance	62
Materials and Services	197
Database Development	0
Travel and Transport	29
Administrative	75
Financial	3
Operating Lease	97
Total	463

At the end of the reporting period, TQI held a cash reserve of \$43,943 to cover future leave liabilities.

C.3 CAPITAL WORKS

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2016-17 financial year.

C.4 ASSET MAINTENANCE

The TQI business system is the single most significant asset of the Institute. Maintaining and updating that system is a key operational consideration. As noted above, TQI received additional funding in the 2015-16 Budget for the business system.

C.5 GOVERNMENT CONTRACTING

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework. Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises Whole-of-Government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

During the reporting period, TQI entered into one notifiable contract with an estimated total value of \$25,000 or more:

Contract Title	ACT Certification Review
Procurement Methodology	Single Select
Procurement Type	Consultancy
Exemption from Quotation and Tender Threshold requirements	No
Contractor Name	Dragonfly Consulting and Coaching
Contract Amount	\$67,000
Execution Date	16 January 2017
Expiry Date	16 January 2018
Small to Medium Enterprise (SME)	Yes

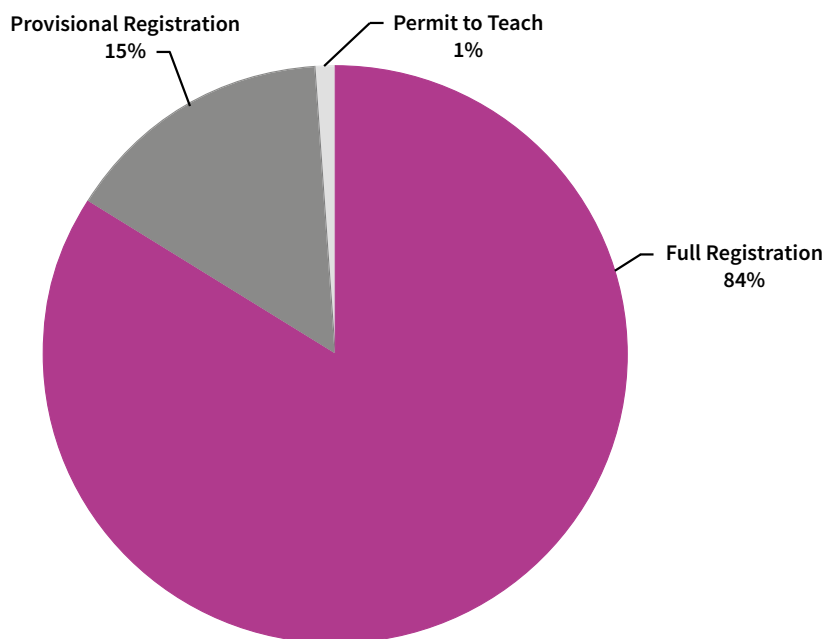
F.2 ACT TEACHER WORKFORCE ANALYSIS

ACT Teacher Workforce Analysis

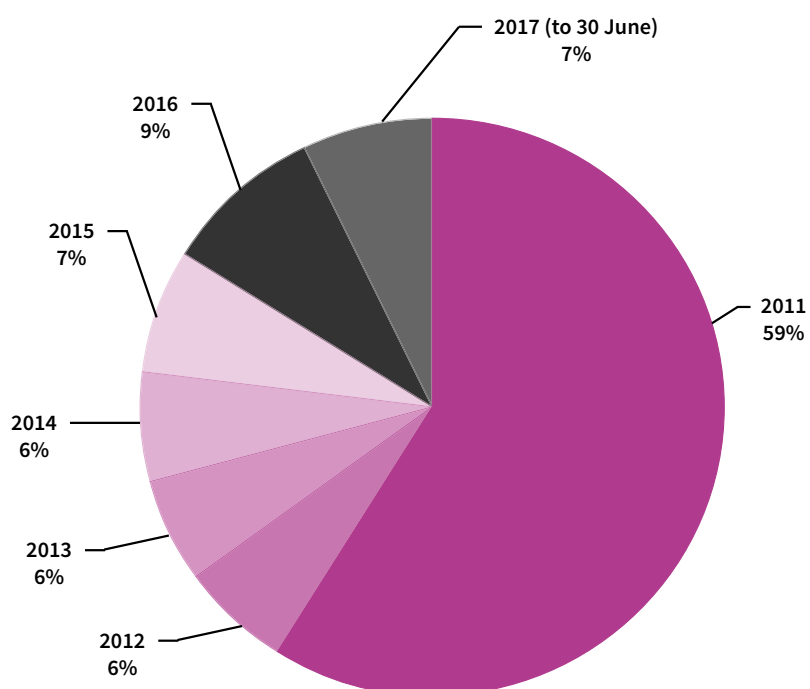
This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by section F.2 of the *Chief Minister's Annual Report Directions*.

There were 7,750 approved teachers as at 30 June 2016. 768 teachers were newly approved during the reporting period.

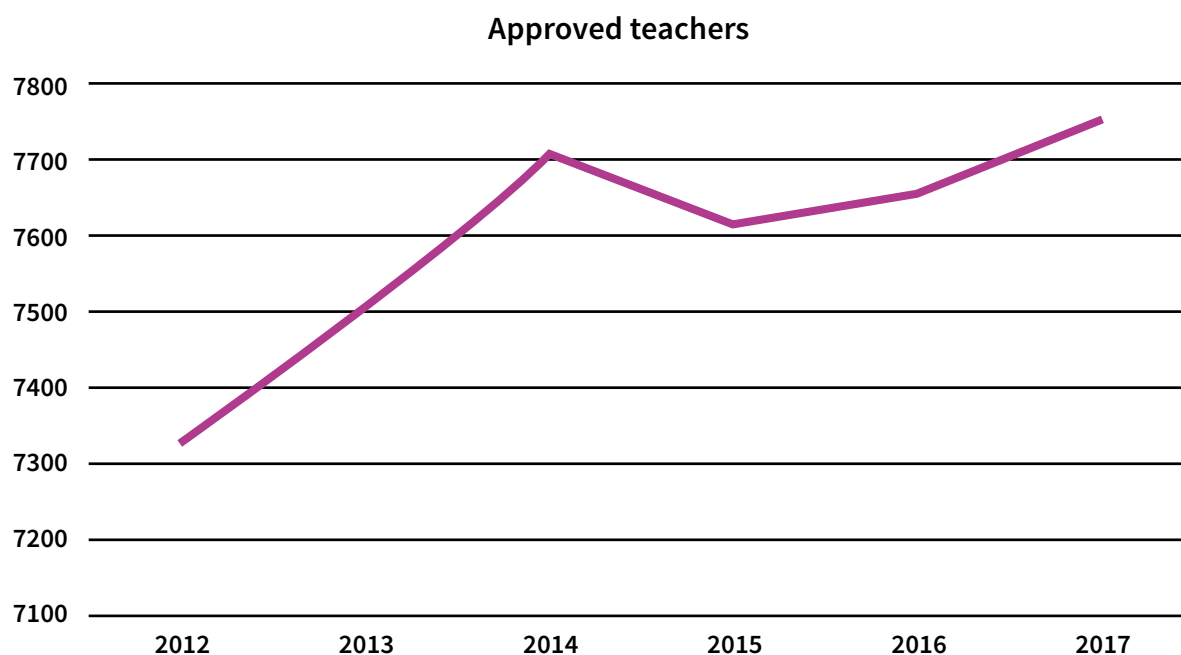
APPROVED TEACHERS BY APPROVAL TYPE



APPROVED TEACHERS BY YEAR FIRST APPROVED



NUMBER OF APPROVED TEACHERS AS AT 30 JUNE BY YEAR

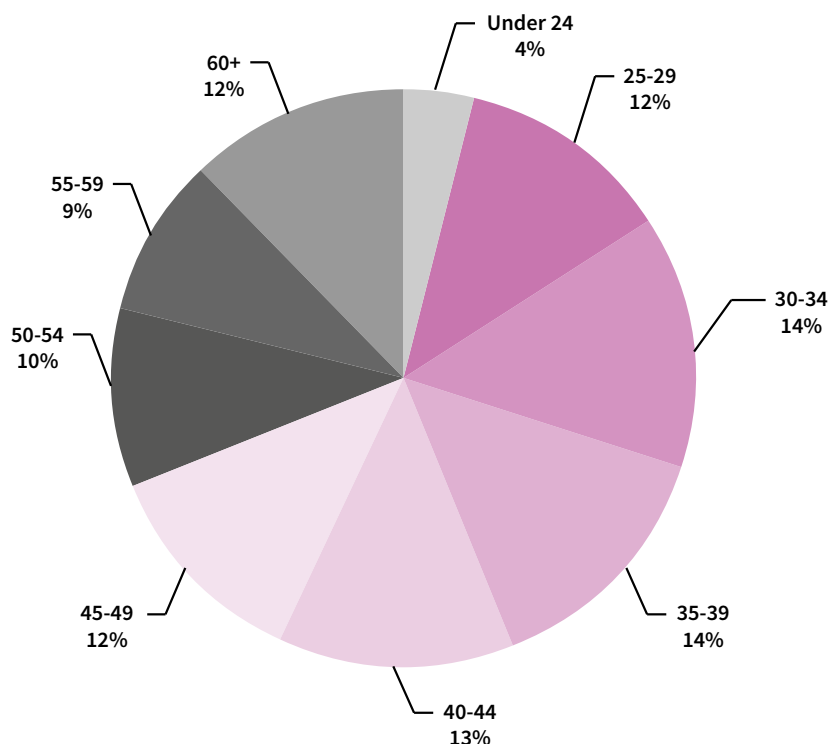


APPROVED TEACHERS BY EMPLOYER AND GENDER

Sector	Number of teachers	% of approved teachers	% female	% male
Catholic Education	1,322	17%	80%	20%
Education Directorate	4,683	60%	77%	23%
Independent Schools	1,507	19%	68%	32%
Not currently teaching in an ACT school	281	4%	77%	23%

1. Figures exclude approved teachers whose employment status is not recorded with TQI.
2. A teacher may have more than one employer.
3. Teachers working in the Central Office of an employer are included in the sector numbers.

APPROVED TEACHERS BY AGE



APPROVED TEACHERS QUALIFICATIONS

	Bachelor Degree	Graduate Diploma/ Certificate – All	Graduate Diploma/ Certificate – Non Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7,274	2,542	1,145	1,377	116
Percentage of approved teachers reporting	94%	33%	15%	18%	2%

1. A teacher may have multiple qualifications.
2. Figures displayed only for levels 7-10 of the *Australian Qualifications Framework*.
3. Qualifications for approved teachers who were registered under Transitional arrangements in 2011 are self-reported.

I. MINISTERIAL DIRECTIONS

Over the reporting period no directions were given by the Minister under s.25 of the TQI Act.

P. PUBLIC INTEREST DISCLOSURE

The *Public Interest Disclosure Act 2012* defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- > is illegal;
- > misuses or wastes public money or resources;
- > is misconduct;
- > is maladministration;
- > presents a danger to the health or safety of the public; and/or
- > presents a danger to the environment.

No disclosures were received in the reporting period.

For more information contact:

The secretariat, the Chief Executive Officer or the Board Chair of TQI:

Secretariat:

ACT Teacher Quality Institute

Ms Anne Ellis

Chief Executive Officer

ACT Teacher Quality Institute

Dr William Maiden

Board Chair

ACT Teacher Quality Institute

PO Box 263

JAMISON CENTRE ACT 2614

Telephone: 02 6205 8867

ATTACHMENT 1

2016-17 ACCREDITED PROFESSIONAL LEARNING PROGRAMS

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the education programs available for the professional learning and development of teachers.)

NON-SCHOOL BASED PROFESSIONAL LEARNING

Program name	Provider
Autism Awareness and Strategies for the Educational Environment	TTA
Neuroscience, Mindfulness and Peace (NMP)	Anna Comerford
2017 ALEA Unconference - Literacy Speed Dating!	ALEA
2017 EdTechTeam Summit featuring Google for Education	EdTechTeam Pty Ltd
2017 Sharing the Secrets of Success Conference	ACT Association for the Teaching of English (ACTATE)
30th ACHPER International Conference	Australian Council of Health Physical Education and Recreation (ACHPER)
AAMT Conference 2017: Capital Maths - Day 1	Mathematics Association of NSW Inc
AAMT Conference 2017: Capital Maths - Day 2	Mathematics Association of NSW Inc
AAMT Conference 2017: Capital Maths - Day 3	Mathematics Association of NSW Inc
Academic Writing for Secondary School Students	Pauline Griffiths and Associates
ACTivate 2016	Peak Phys Ed
ACTMEN Conference 2017 "PLAY , CREATE, INSPIRE"	ACT Music Educators Network Inc
AFL PD	AFL NSWACT
African Drumming Course	Drum Effect
AISACT 2016 Colloquium: Innovation and Collaboration	Association of Independent Schools of the ACT
AISACT 2017 Colloquium: Leading Improved Student Engagement	Association of Independent Schools of the ACT
ALEA ACT Leadership Unconference	ALEA
An Introduction to Hearing Loss	The Shepherd Centre
An Introduction to Orff Schulwerk and the Brown Books by Sir Richard Gill	Orff Schulwerk Association of NSW Inc.
An introduction to the Atlas of Living Australia	Commonwealth Scientific and Industrial Research Organisation (CSIRO)
Analyse the Impact of Everyday Objects	Cool Australia
Analyse the Impact of Everyday Objects 2017	Cool Australia
Animated Gif Production in Photoshop CC	School of Art Australian National University
Anxiety & Depression	i talk mental health
Anxiety in Children and Trauma	Communities@Work
Applying the Socratic Method: Teaching Critical Thinking in a classroom	JP International College
Approaches to Acting	Acting For the Fun of It
Archimedes and the Law of the Lever (2017)	UNSW School of Mathematics and Statistics
ARSC2016	Australasian College of Road Safety (ACRS)

Program name	Provider
Art Basics - Composition and Design	Canberra Potters Society
Art Basics - design and compstion	Canberra Potters Society
Arts Up Front Conference 2017	Instrumental Music Program
Assessment in the Music Classroom	Orff Schulwerk Association of NSW Inc.
Assessment that Leads to Learning in K-6	The Association of Independent School of NSW
Assessment via Exhibition Online	Big Picture Education
Back On Track: How do we measure and address rates of progress in children with hearing loss	The Shepherd Centre
batyr@school Teacher PD	Batyr Australia Limited
Behaviour Management for Beginning Teachers ACT	The Dynamic Learning Group
Book Week 2017	Zart
Bouncing with the Babies: Setting our babies with hearing loss on paths for optimal success	The Shepherd Centre
Bright but struggling an Introduction	Australian Gifted Support Centre
Building collaborative communities of philosophical inquiry in schools	Australian Catholic University Limited
Category 1 MYP: Implementing the MYP Curriculum - Heads of school and MYP Coordinators	International Baccalaureate - Asia Pacific
Category 1 MYP: Implementing the MYP Curriculum: subject specific workshops)	International Baccalaureate - Asia Pacific
Category 1 MYP: Introductory in-school workshop - Launching the MYP	International Baccalaureate - Asia Pacific
Category 1 PYP: An introduction to the PYP curriculum model	International Baccalaureate - Asia Pacific
Category 1 PYP: Introduction to the IB Programme Standards for Administrators	International Baccalaureate - Asia Pacific
Category 2 Diploma Programme: Subject workshops	International Baccalaureate - Asia Pacific
Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum	International Baccalaureate - Asia Pacific
Category 2 PYP: Assessment	International Baccalaureate - Asia Pacific
Category 2 PYP: Pedagogical Leadership	International Baccalaureate - Asia Pacific
Category 2 PYP: The Exhibition	International Baccalaureate - Asia Pacific
Category 2 PYP: Teaching and Learning	International Baccalaureate - Asia Pacific
Category 3 Diploma Programme: Approaches to Teaching and Learning in the DP	International Baccalaureate - Asia Pacific
Category 3 MYP: Approaches to Learning	International Baccalaureate - Asia Pacific
Category 3 MYP: Creating Authentic Units	International Baccalaureate - Asia Pacific
Category 3 MYP: Projects	International Baccalaureate - Asia Pacific
Category 3 PYP: Encouraging children's creative instincts in the classroom	International Baccalaureate - Asia Pacific
Category 3 PYP: Inquiry	International Baccalaureate - Asia Pacific
Category 3 PYP: Reading and Writing through Inquiry	International Baccalaureate - Asia Pacific
Category 3 PYP: The Role of the Coordinator	International Baccalaureate - Asia Pacific
Category 3 PYP: Concept-based learning	International Baccalaureate - Asia Pacific

Program name	Provider
CEN Conference NSW 2017	National Institute for Christian Education
Chinese teaching - student interest, outcome, and design	The Australian School of Contemporary Chinese (ASCC)
Choice, Music and the Curriculum	ANU Music Program
Choral Workshop with Stephen Leek	KMEIA ACT Inc
Clap Clap Clap Your Hands	Orff Schulwerk Association of NSW Inc.
Class Room Safety and Self Care for Teachers and Students	Gamarada Universal Indigenous Resources
Climbing the Listening and Spoken Language Ladder	The Shepherd Centre
Conditional Probability	UNSW School of Mathematics and Statistics
Confident Kids_ Enhancing social skills in children with HL, from infancy including school age	The Shepherd Centre
Confident Public Speaking	4D Learning
CONSEAACT 2017	Science Educators Association for ACT (SEA ACT)
Contemporary Perspectives on Learning and Instruction in Spelling	Primary English Teaching Association Australia
Cooperative learning workshop	Alliance Française de Canberra
Creative approaches to assessment in Languages	The Association of Independent School of NSW
Creative approaches to Assessment in Languages in the ACT	The Association of Independent School of NSW
Cross Sectoral NCCD Analysis for Primary/Secondary Schools	Association of Independent Schools of the ACT
Curves from Apollonius to Bezier (2017)	UNSW School of Mathematics and Statistics
Curves from Apollonius to Bezier (2)	UNSW School of Mathematics and Statistics
Dance Ready with Move - Primary	Ausdance ACT
Dance Ready with Move Up - High School & College	Ausdance ACT
Data Informed Classroom Practice	The Association of Independent School of NSW
Data-driven teaching and personalised learning in spelling	Tessa Daffern
Day 1 - Understanding Gifted Learners: Planning The Way Forward	Gateways Education
Delivering Pleasurable Food Education	Stephanie Alexander Kitchen Garden Foundation
Delivering Sustainability Education through the Curriculum	ACT Environment and Planning Directorate
Designing a Digital Citizenship Program for your School	Syba Signs
Developing differentiated curriculum using conceptual frameworks	Gateways Education
Devising Theatre	Acting For the Fun of It
Differentiated Classroom Practice K - 10	The Association of Independent School of NSW
Differentiation Without Tears	Australian Association of Special Education (ACT Chapter)
Digital Technologies Workshop - Australian Computing Academy	Information Technology Educators ACT
Diploma Programme Category 3: Subject Specific Seminars	International Baccalaureate - Asia Pacific
Discovery Creative Writing Online Course	Into English Pty Ltd
Doctor Stovepipe Live Performance Plus Professional Development	Musica Viva Australia
Duffy Primary PD Day	EdTechTeam Pty Ltd
Educating for Sustainability in your School Grounds	ACT Environment and Planning Directorate
Effective Use of Interactive Whiteboards	Class Cover Pty Ltd
Embedding Archaeological Thinking	The Association of Independent School of NSW
Emotional Intelligence for Teachers	4D Learning

Program name	Provider
Emotional Regulation for Oppositional, Aggressive & Anxious Student	Behaviour Zen Pty Ltd
Engaging with the concepts of English	ACT Association for the Teaching of English (ACTATE)
Enhancing Chinese Teaching and Learning with Technology	The Australian School of Contemporary Chinese (ASCC)
Every Chance to Dance	Kulture Break
Explicit Teaching of Language: Deepening Intellectual and Aesthetic Engagement with Stories.	ACT Association for the Teaching of English (ACTATE)
Familiarisation Stage 6 English syllabus	The Association of Independent School of NSW
Farrer Primary PD days	EdTechTeam Pty Ltd
Film as Text	ACT Association for the Teaching of English (ACTATE)
Folk Songs and Games Across the Curriculum	ANU Music Program
Food&ME - Preschool	Nutrition Australia ACT Incorporated
Food&ME K-6	Nutrition Australia ACT Incorporated
Food&ME Kindergarten - Year 6 Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government
Foundations of Coaching	Growth Coaching International Pty Ltd
Foundations of digital printing in photography and the visual arts	School of Art Australian National University
Fun with Dramatising the Curriculum	ANU Music Program
Fun with Music and Art	ANU Music Program
Grammar Basics Workshop	English for Work
Habits of Highly Effective Teachers	The Highly Effective Teacher
Hands-On Problem Solving - Further Inspiration for Maths In Your Classroom - using Student Questions	Canberra Mathematical Association
Hands-On Problem Solving - Inspiration for Maths in Your Classroom	Canberra Mathematical Association
Having Difficult Conversations with Adults	4D Learning
High Impact Teaching Strategies for Primary Educators	Pearson Australia
High Performing Teacher - 360 Feedback	EduInfluencers
High Performing Teams - Flourish	EduInfluencers
Identifying and Teaching Gifted Students	Australian Gifted Support Centre
Indigenous Knowledge Circle Training - How to Engage Australian Students in Indigenous Studies	Crackerjack Education
Ink to Paper: Becoming a conscientious writer	ALEA
Innovatively exploring digital printing in the visual arts	School of Art Australian National University
Inquiry Learning, Investigations, and Misconceptions	Science Time Education
InTEACT Conference 2016	Information Technology Educators ACT
InTEACT Workshops 2016	Information Technology Educators ACT
Introduction to consumer and financial literacy education for Teachers	Australian Securities and Investments Commission (ASIC)
Introduction to Educating Gifted and Talented Students.	Australian Gifted Support Centre
Introduction to Leadership Coaching	Growth Coaching International Pty Ltd
Is it behavior or is it communication?	Imagine More Ltd
It's Your Move: Safe Cycle for High Schools Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government

Program name	Provider
Joe Dale Workshop - Smashing Apps & Web Tools	Modern Language Teachers Association of the Australian Capital Territory Incorporated
Knowledge Circle - Indigenous People of Australia Module	Crackerjack Education
KNOWLEDGE CIRCLE – WEATHER SEASONS MODULE	Crackerjack Education
Learn the Piano in 3 Hours	ANU Music Program
Let's Locate! Harnessing spatial technology in the classroom and beyond	Esri Australia & SSSI (Surveying and Spatial Sciences Institute)
Let's Speak About Speech	The Shepherd Centre
Macquarie Literacy Program (MacqLit) Professional Learning Workshop	MultiLit Pty Ltd
'Make A Move' - Seminar 1	QL2 Dance
'Make A Move' - Seminar 2	QL2 Dance
Making it a Success with Sue Larkey	Education Events
Making the PYP happen	International Baccalaureate - Asia Pacific
Measuring Student Reading Progress for Schools Professional Learning Workshop	MultiLit Pty Ltd
Media Marketing and Teen Girls: Building Confidence and Resilience	Helen Roe Coaching
Media Marketing Literacy for Teachers of Teen Girls Online Program	Helen Roe Coaching
Mental Health and Wellbeing of Young People Seminar, 2017	Generation Next
Mentoring Pre-service Teachers	Australian Catholic University Limited
MEP Basic Principles and Practice	ANU Music Program
MEP Early Childhood Course	ANU Music Program
MEP Kidding for Kindergarten	ANU Music Program
MEP Kidding for pre-school	ANU Music Program
MEP Kidding for Year 1	ANU Music Program
MEP Kidding for Year 2	ANU Music Program
MEP Kidding for Year 3	ANU Music Program
MEP Kidding for Year 4	ANU Music Program
MEP Kidding for Year 5	ANU Music Program
MEP Kidding for Year 6	ANU Music Program
MEP Primary Course	ANU Music Program
Mindfulness in Schools Professional Learning Workshop	Australian National University
Mini COGE	School of Education UNSW
MiniLit Professional Learning Workshop	MultiLit Pty Ltd
MLTA ACT Inc. Mini-Conference 13 August 2016	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MoneySmart maths for primary teachers	Australian Securities and Investments Commission (ASIC)
MultiLit Reading Tutor Program Professional Learning Online Course	MultiLit Pty Ltd
MultiLit Reading Tutor Program Professional Learning Workshop.2	MultiLit Pty Ltd
Music and Movement	Musica Viva Australia
Music Matters: Exploring Creative Potential with Mixed Ability Students	Musica Viva Australia

Program name	Provider
Musica Viva presents: Teranga Live Performance Plus Professional Development	Musica Viva Australia
Musica Viva Teacher Forum: Storytelling Through Music	Musica Viva Australia
Neuroscience and Music Education Coaching Program	Muse Consulting
NOLAN PRINTMAKING WORKSHOP FOR TEACHERS - stamp and stencil	Canberra Museum and Gallery
NYSF's National Science Teachers Summer School	National Youth Science Forum
Office of the Children's eSafety Commissioner Teacher Essentials PD	Office of the Children's eSafety Commissioner
OnGuard Safe Operating Procedures Currency - Metal	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency - Wood	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency 2017 - Metal	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency Training 2017 - Timber	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 2 hrs Update for Existing Clients 2017	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 2 hrs Update for Existing Teachers	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 3 hrs for New Teachers	OnGuard Safety Training Pty Ltd
OnGuard Safety Training ... 3 hours training for new clients ... 2017	OnGuard Safety Training Pty Ltd
Online Introduction to Research Methods in Education	The Association of Independent School of NSW
Online Project-Based Learning Course	Big Picture Education
Online: Introduction to consumer and financial literacy education for Teachers	Australian Securities and Investments Commission (ASIC)
Orff Schulwerk Levels 1, 2 & 3 Orchestration	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1, 2 & 3 Technique and Improvisation.	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Movement	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Pedagogy	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Vocals	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Recorder	Orff Schulwerk Association of NSW Inc.
Out of the Box - Advanced Theatre-Making Techniques	Cultural Facilities Corporation
Parliament of Youth on Sustainability Teacher Information Sessions	SEE-Change
Passion for Percussion in the Primary Classroom	Musica Viva Australia
Peer Coaching - Positive Conversations about Teaching Practice	Growth Coaching International Pty Ltd
Personal Leadership Workshop	Association of Independent Schools of the ACT
Play Writing Workshop	Cultural Facilities Corporation
Playing Shakespeare	Acting For the Fun of It
Population Growth and the Logistic Curve (2017)	UNSW School of Mathematics and Statistics
Population Growth and the Logistic Curve (2)	UNSW School of Mathematics and Statistics
Positive Behaviour Management	Behaveability
Positive Behaviour Management. Thinking Habits. Teacher Self-Care	Behaveability
Positive Partnerships: Concurrent Program	Partnerships between Education and the Autism Community (Positive Partnerships)
Positive Partnerships: Concurrent Program	Partnerships between Education and the Autism Community (Positive Partnerships)

Program name	Provider
Positive Teaching for effective classroom behaviour management (primary schools)	MultiLit Pty Ltd
Powerful literacy learning with digital technology with Lisa Kervin	ALEA
Powerful Literacy Strategies to Strengthen Inquiry Learning	ALEA
PreLit Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Primes, Modular Arithmetic and RSA Encryption (2017)	UNSW School of Mathematics and Statistics
Programs for gifted learners: Understanding and Implementing Grouping and Acceleration Programs	Association of Independent Schools of the ACT
Questacon Pilot Primary STEM Program - Part Two	The Ian Potter Foundation Technology Learning Centre
Questacon's Pilot Primary STEM Program – Part One	The Ian Potter Foundation Technology Learning Centre
Quizzes in the Classroom - Engagement, Collaboration and Community in any classroom	Quizling Pty Ltd
Reflecting on Practice Through the Classroom Practice Continuum	Dragonfly Consulting & Coaching Pty Ltd
Responding to Challenging Behaviour	The Highly Effective Teacher
Rugby League International Games Coach (Secondary Teacher) Accreditation Workshop	National Rugby League
Safe Cycle for years 5/6	Physical Activity Foundation
Safe Cycle Years 5&6 Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government
Simple Instruments - Hands on activities to enhance music-making	ANU Music Program
SoSAFE! User Training Program (2017 ACT)	Sexual Health and Family Planning ACT
Sounds-Write - Day 3 and 4	Sounds-Write Australia
Sounds-Write Linguistic Phonics Programme: Day 1 & 2	Sounds-Write Australia
Sounds-Write Linguistic Phonics Programme: Day 1 & 2 (2017)	Sounds-Write Australia
Spelling - a repertoire approach	ATESOL ACT
Spell-It Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Stage 6 History Familiarisation	The Association of Independent School of NSW
Starting STOP.MOTION.NOLAN FOR PRIMARY TEACHERS	Canberra Museum and Gallery
STEM Symposium 2016 and the digital technologies conference 2016	The Association of Independent School of NSW
Strengthening communities - Making the most of the NDIS - Day 1	Imagine More Ltd
Strengthening Communities - Making the most of the NDIS - Day 2	Imagine More Ltd
Stronger Smarter Leadership Program (SSLP) 2016	Stronger Smarter Institute
Sue Larkey Online Programme	Education Events
Supervising Preservice Teachers - Effective Partnerships	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Making Judgements	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Practice Analysis	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Unpacking the Graduate Standards	Australian Institute for Teaching and School Leadership (AITSL)
Sustainable Energy an unbiased Review of Options	TTA
Synthetic Phonics Fast and Fun	TTA

Program name	Provider
Teach Caring for Country Using Fire	Cool Australia
Teach Caring for Country Using Fire 2017	Cool Australia
Teach Indigenous Land Management Using Fire	Cool Australia
Teach Indigenous Land Management Using Fire 2017	Cool Australia
Teacher Wellbeing 1	i talk mental health
Teaching Primary Drama: Integrating Drama Across The Curriculum	Pip Buining
Teaching Primary Drama: Playbuilding	Pip Buining
Teaching Primary Drama: Process Drama & Creative Movement	Pip Buining
Teaching Primary Drama: The Elements & Improvisation	Pip Buining
Teaching Respect Ed	YWCA Canberra
Teaching students with Autism Spectrum Disorder	Behaviour Zen Pty Ltd
Teaching Writing Digitally	ACT Association for the Teaching of English (ACTATE)
TECHnow 2016 Technology Teachers Conference	Design and Technology Teachers Association ACT
The 2017 Mental Health in Schools Conference	Propsych
The 3 R's Risk, Resilience & Recovery	i talk mental health
The Accidental Counsellor Training (Face to Face)	Human Connections
The Accidental Counsellor Training (Online)	Human Connections
The Atlas of Living Australia - Part 1 - Introduction	Commonwealth Scientific and Industrial Research Organisation (CSIRO)
The Bible and Education	National Institute for Christian Education
The Classroom. The Teacher. Behaviour, Engagement. Learning Performance.	Clarendon Consultancies
The Flipped Maths Classroom	TTA
The Keys to Personal Effectiveness (Beyond Time Management!)	4D Learning
The Living Text - From Page To Stage	Acting For the Fun of It
The Role of Classroom Talk in building Curriculum Knowledge: implications for EAL students	ATESOL ACT
Theatre: Springboard for learning	Cultural Facilities Corporation
ToppED-UP!	Sydney Symphony Orchestra
ToppED-Up2017	Sydney Symphony Orchestra
Torrens Primary PD Day	EdTechTeam Pty Ltd
Toward a Positive Understanding of Autism Spectrum Disorder	Education Events
TunEd UP!	Sydney Symphony Orchestra
Twice Exceptional and Underachieving Gifted Students: Identifying and catering for their needs.	Association of Independent Schools of the ACT
Uncurling the Cochlea	The Shepherd Centre
Under performing Gifted students - causes and strategies.	Australian Gifted Support Centre
Understanding Autism Spectrum Disorder with Tony Attwood	Education Events
Understanding, Treating & Managing School Refusal	Propsych
Unpacking and Implementing the Australian Curriculum: Health and Physical Education	Australian Council of Health Physical Education and Recreation (ACHPER)

Program name	Provider
Unpacking THE ART BOX for Primary Teachers	Canberra Museum and Gallery
Unpacking the Challenges	The Shepherd Centre
Use Primary Maths to Measure Waste	Cool Australia
Use Primary Maths to Measure Waste 2017	Cool Australia
Use Secondary Maths to Measure Waste	Cool Australia
Use Secondary Maths to Measure Waste 2017	Cool Australia
Using Assessment for Differentiation in a Primary School	Gateways Education
video compositing with green screen	School of Art Australian National University
Video Projection Mapping Workshop	School of Art Australian National University
Visual Spatial Thinking System of 2e learners	Australian Gifted Support Centre
Voting in your classroom	Australian Electoral Commission
Waste and Recycling at your School	ACT Environment and Planning Directorate
Word Attack Skills Extension Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Words Their Way: A Practical Classroom Approach to Word Study	Pearson Australia

SCHOOL BASED PROFESSIONAL LEARNING PROGRAMS

Program name	Provider
6 + 1 writing traits	Majura Primary
A Heart For Justice	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence 2	(CE) Religious Education and Curriculum Services
A positive approach to engaging boys	Lyneham High
A practical approach to achieving differentiation in the classroom	John Paul College
A whole-school approach to improving student achievement	St John the Apostle Primary
ABLES, AusVELS and the National Curriculum in a Specialist School	Malkara School
Aboriginal and Torres Strait Islander Cultural Competence Foundation Course	(EDU) Student Wellbeing Branch
ACT Positive Behaviour for Learning (PBL) Coach Training	(EDU) Student Wellbeing Branch
ACT Positive Behaviour for Learning (PBL): Tier 1 Universal Facilitator Training	(EDU) Student Wellbeing Branch
Adam Voigt 2	Richardson Primary
Advanced Assessment Workshop	Torrens Primary
Arithmetic Strategies	St Clare of Assisi Primary
Aspiring Leaders Program - Cohort 2, 2017-2018	(EDU) School Leadership
Aspiring Leaders Program - Mentor Program	(EDU) School Leadership
Assessment and Marking Workshop (AST)	Board of Senior Secondary Studies
Assessment for Learning	Canberra Girls' Grammar School
Augmentative and Alternative Communication	Black Mountain School
Blue Gum Philosophy and Practice 2017	Blue Gum Community School
Building a Feedback Culture	Red Hill Primary

Program name	Provider
Building Learning Assets and Dispositions into your classroom	Turner School
C2C Professional Learning Workshop for Primary School Teachers	(EDU) Learning and Teaching Branch
C2C Professional Learning Workshop for Secondary School Teachers	(EDU) Learning and Teaching Branch
C2C: HPE Workshop - Respectful Relationships Secondary School focus	(EDU) Learning and Teaching Branch
C2C: HPE Workshop Primary School focus	(EDU) Learning and Teaching Branch
C2C: The Arts Primary School focus	(EDU) Learning and Teaching Branch
C2C:The Arts Secondary School focus	(EDU) Learning and Teaching Branch
Calwell PS - Promoting a Positive School Culture	Calwell Primary
Canberra Grammar School CPL Primary Program 2017	Canberra Grammar School
Canberra REGGIO Network	Canberra Grammar School
Case Management Approaches for Gifted Learners	(EDU) Learning and Teaching Branch
Catholic Education Conference 'Students Yearn to Learn'	(CE) Religious Education and Curriculum Services
Chatz with Jatz - Teaching Digital Natives	St Edmund's College
Collaborating on Student Achievement in Writing	St Matthew's Primary
Collaborative Teams: Learning By Doing	Amaroo School
Colleges Conference 2017	ACT Public Colleges Professional Learning Committee
Combined Literacy and EALD PL Forum: Focus on Spelling	(EDU) Learning and Teaching Branch
Conceptual Inquiry Based Learning	Radford College
Connecting Students to the World Workshop	(EDU) Learning and Teaching Branch
Conversations for Life Version 2	(EDU) Student Wellbeing Branch
Cooperative Learning in context	Richardson Primary
CSYMA Teacher Retreat (Porta Fidei)	(CE) Religious Education and Curriculum Services
Cultivating Growth Mindset: a Professional Learning Community	Holy Spirit Primary
Curriculum for students with Intellectual disability	Black Mountain School
Curtin....teaching matters	Curtin Primary
Deep Listening : to Ourselves, the Land & Others	Orana Steiner School
Delving into Digital Technologies (Primary School focus)	(EDU) Learning and Teaching Branch
Delving into Digital Technologies (Secondary School focus)	(EDU) Learning and Teaching Branch
Design & Technology in the Classroom	Marist College
Developing an Effective Writing Program	Southern Cross Early Childhood School
Developing differentiated curriculum	(EDU) Learning and Teaching Branch
Developing differentiated curriculum using conceptual frameworks	Curtin Primary
Developing differentiated curriculum using conceptual frameworks, assessment strategies and inquiry	Mawson Primary
Developing Japanese Using the Australian Curriculum	Harrison School
Developing Knowledge of Data and Differentiation in relation to NSIT.	St Edmund's College
Differentiation 2	St Edmund's College
Differentiation in the Classroom	Calwell High
Differentiation using Bloom's Taxonomy, Williams or Maker Model	(EDU) Learning and Teaching Branch

Program name	Provider
Duffy Primary School: Response to Intervention	Duffy Primary
Dyslexia and Dyspraxia	Canberra Girls' Grammar School
EAL/D Professional Learning Forum for Educators Term 3	(EDU) Learning and Teaching Branch
Early Literacy for Aboriginal and Torres Strait Islander Children	(EDU) Learning and Teaching Branch
Early Years Network Sessions - Assessment for Learning	(EDU) Learning and Teaching Branch
Education Revolution: Having impact with technology in the 21st Century	Turner School
Educators as Researchers	(EDU) Learning and Teaching Branch
Effective Pedagogical Practices	St Matthew's Primary
Effective Spelling Instruction	St Clare of Assisi Primary
Effective Spelling Strategies in a Word Conscious Classroom	Lyons Early Childhood School
E-learning course for professionals and practitioners working with families from pre-birth to eight	(EDU) Learning and Teaching Branch
Empowering Students to be Creative and Resilient	Lyneham High
English as an Additional Language or Dialect PL (EALD)	(CE) Religious Education and Curriculum Services
Essential Spelling	Hughes Primary
Evaluating Gifted Programs	(EDU) Learning and Teaching Branch
Everyone Everyday - A Toolkit for Inclusion	Education Cross Sector ACT
Everyone Everyday train the trainer program	Education Cross Sector ACT
Focus on what matters - student and staff wellbeing	Curtin Primary
Formative Assessment and Differentiation @ Campbell High	Campbell High
Forrest Primary School Data Literacy- Beyond Numbers	Forrest Primary
GAfE Intermediate Skills	Miles Franklin Primary
GAfE Tools for Language Classroom	Yarralumla Primary
Google Read&Write	Lanyon High
Gowrie Coaching and Mentoring Model	Gowrie Primary
Grammar for Writing	Aranda Primary
Great Teaching By Design - Using explicit teaching approaches	Belconnen High
Growth Mindset	University of Canberra High School Kaleen
Health and the Australian Curriculum	Emmaus Christian School
How Students Learn: Using Hattie's Approach to enhance JPC's Model of Learning	John Paul College
Image, Context, Curriculum	Blue Gum Community School
Improving How Students Learn	St Benedict's Primary
Improving Numeracy at CGGS	Canberra Girls' Grammar School
Inclusivity and Global understanding at Canberra Grammar School	Canberra Grammar School
Increasing student engagement and well-being with Positive Education	Daramalan College
Influence and Inspire Module 1 & 2	Wanniassa School
Influence and Inspire Modules 3 and 4	Wanniassa School
Influence and Inspire Modules 5 and 6	Wanniassa School

Program name	Provider
Inquiring into Inquiry - Building inquiry mindsets	Bonython Primary
Inquiry Learning	Chapman Primary
Inquiry Maths	Mother Teresa Primary School
Intersections: Exploring educator identity in the 21st century (Teacher Inquiry Program Phase 4)	Macquarie Primary
Introduction to the Australian Professional Standards	Canberra Girls' Grammar School
Introduction to the Board of senior Secondary Studies	Board of Senior Secondary Studies
Introduction to the Board of Senior Secondary Studies -Executive Teachers.	Board of Senior Secondary Studies
JBS - Embedding Quality Writing into Practise	Jervis Bay Primary
Kids Matter - Component 1	St Bede's Primary
Kids Matter Component 4	St Monica's Primary
Kids Matter Primary	Trinity Christian School
KidsMatter Component 1: Positive School Environment at Sacred Heart	Sacred Heart Primary
KidsMatter Component 3 - Working with Parents and Carers	Chapman Primary
KidsMatter: A Whole School Approach	St Vincent's Primary
Koori Preschool Educators' Professional Learning Day	(EDU) Learning and Teaching Branch
LEAD Conference Day 1	(CE) School Services
Learning by Design 2016	Lanyon High
Learning styles and curriculum differentiation: implications and	(EDU) Learning and Teaching Branch
Learning, Assessment and the Australian Curriculum	Burgmann Anglican School
Literacy and Numeracy Forum (August)	(EDU) Learning and Teaching Branch
Literacy Consultancy- Kerry Allen	Canberra Grammar School
Literacy in Every Classroom	Calwell High
Making Maths Meaningful	Arawang Primary
Mind Matters for Brindabella College	Brindabella Christian College
Mind Matters for Trinity Christian School	Trinity Christian School
Mind Matters For Trinity Christian School Part 2	Trinity Christian School
Mind Matters/ Kids Matter Component 1	Emmaus Christian School
MindMatters at Marist - Modules 1 & 2	Marist College
MindMatters: Component 1 - Developing a whole-school approach	The Galilee School
MindMatters: Component 2 - Student skills for resilience	The Galilee School
MindMatters: Component 3 - Parents and families	The Galilee School
MindMatters: Component 4 - Support for students experiencing mental health difficulties	The Galilee School
Music speaks beyond words	Malkara School
National School Improvement Tool Training 2017	(EDU) School Leadership
Oral Language and Vocabulary Development with Anne Bayetto	Maribyrnong Primary
PBL and the Australian Curriculum	Yarralumla Primary

Program name	Provider
PBL Tier 1 Universal Preventions Reload Training	(EDU) Student Wellbeing Branch
Philosophy, principles and practice	Gilmore Primary
Planning and pedagogy for effective inquiry	Harrison School
Planning for thinking and learning	Daramalan College
Positive Behaviour @ Calwell - In the Classroom	Calwell High
Positive Behaviour for Learning Coach Training	(EDU) Student Wellbeing Branch
Positive Classroom Environments and Safe Sensory Spaces	(EDU) People and Performance, Any Other Branch
Positive Education in the Classroom	Radford College
Principals as Numeracy Leaders ACT (PANL ACT) - Day Four	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day One	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day Three	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day Two	(EDU) Learning and Teaching Branch
Programs for Gifted Learners: Understanding and Implementing Grouping and Acceleration	(EDU) Learning and Teaching Branch
Protective Behaviours Workshop	(EDU) Student Wellbeing Branch
QT Rounds facilitator Training	Telopea Park School
Reading Comprehension Knowledge for Secondary Teachers	Melba Copland School
Real Schools - Restorative Practice	Narrabundah Early Childhood School
Relationships- Teachers, students and parents	Marist College
Response to Intervention	Maribyrnong Primary
Response to Intervention: Oral language	Gilmore Primary
Schoolwide Positive Behaviour	St John Vianney's Primary
Science and Sustainability	Palmerston District Primary
SEL model at Maribyrnong	Maribyrnong Primary
South Weston High School Network Day 2017	Mount Stromlo High School
Speech, Language and Communication Needs	(CE) Religious Education and Curriculum Services
Spelling Strategies and Vocabulary Building	Good Shepherd Primary
Standards, moderation and judgement in practice	Daramalan College
STEM Within Inquiry	St Clare of Assisi Primary
Strategic Planning for School Leaders	(EDU) School Leadership
Student Centred Inquiry Led Learning in Literacy (K-6) For Kindergarten Teachers	(CE) Religious Education and Curriculum Services
Student Engagement and Learning	Lyneham High
Student Wellbeing	Fadden Primary
Tactical Teaching - Writing	St Francis Xavier College
Tactical Teaching: Writing	St Francis Xavier College
Take Measure of Your Assessment Practices	(EDU) Learning and Teaching Branch
Taking Visible Learning Research Meta analyses to Classroom Practice	Wanniassa School
Teaching and Learning at Ngunnawal Primary School.	Ngunnawal Primary
Teaching with GIS: An Introduction	Canberra Girls' Grammar School

Program name	Provider
Teaching with Heart	Daramalan College
Team Teach V2.0	(EDU) Inclusion and Engagement Branch
The AC, Inquiry, and Pedagogy for an ACT Library Scope and Sequence	Telopea Park School
The Creed	(CE) Religious Education and Curriculum Services
The Gordon Way- Pedagogy and Practice	Gordon Primary
The Gospel of Matthew	(CE) Religious Education and Curriculum Services
The Guidelines for ACT Career Development Practitioners Workshops	(EDU) Learning and Teaching Branch
The Heart of Pedagogy	Daramalan College
The Power of Inquiry	Fraser Primary
The role of a mentor for Year 6 personal exhibition projects	Miles Franklin Primary
The use of data to improve student outcomes	Radford College
Theory to Practice	Canberra High
Tough Conversations: Managing emotional encounters with staff or parent	Hawker Primary
Towards Whole School Wellbeing - An Appreciative Inquiry Summit	Burgmann Anglican School
Transdisciplinary curriculum mapping using IB key concepts	Miles Franklin Primary
Transdisciplinary Learning	Forrest Primary
Trauma Based Practices at Cranleigh	Cranleigh School
Twice Exceptional (2e) and Underachieving Gifted Students: Identification & Intervention	(EDU) Learning and Teaching Branch
Understanding and Supporting Behaviour	(CE) Religious Education and Curriculum Services
Understanding Autism	(CE) Religious Education and Curriculum Services
Understanding By Design Workshop	(EDU) Learning and Teaching Branch
Understanding Engagement & Wellbeing	Amaroo School
Understanding Gifted Learners: Planning the Way Forward	(EDU) Learning and Teaching Branch
Understanding Islam	(CE) Religious Education and Curriculum Services
Understanding Learning Difficulties, Specific Learning Disorders and Dyslexia	(EDU) Student Wellbeing Branch
Understanding Our Jewish Roots	(CE) Religious Education and Curriculum Services
Understanding Sacred Scripture	St Francis of Assisi Primary
Understanding the prayer Jesus taught - The Our Father	(CE) Religious Education and Curriculum Services
United in Hope	Merici College
Unpacking KidsMatter at Hughes Primary: Component 1 & 2	Hughes Primary
Using Data Effectively	Calwell High
Using G Suite for Teaching, Learning & Collaboration	Canberra Girls' Grammar School
Using G Suite for Teaching, Learning & Collaboration: Beginner	Canberra Girls' Grammar School
Visible Learning - improving how students learn	St Vincent's Primary
Visible Learning, Data Personalising Learning and Teacher Professional Reflection	Radford College
Vision and Inspiration in the Classroom	Calwell High

Program name	Provider
Wellbeing Workshop - The Healthy Mind Platter	(EDU) Student Wellbeing Branch
When less is more; improving clarity and concision in writing	Daramalan College
Working Together Makes a Difference	(EDU) Learning and Teaching Branch
Working with EALD learners	Charles Weston Primary
Working with EALD Learners	Gold Creek School
Worldviews and Culture in Education Contexts	Trinity Christian School
Writing Skills Across the Curriculum Embedding “Logonliteracy” tools.	Kingsford Smith School

ATTACHMENT 2

ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS.

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

NEW APPLICANTS ARE REQUIRED TO MEET THE FOLLOWING ASSESSMENT STANDARDS:

Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in Australia or New Zealand in the previous five year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the Proficient level of the <i>Australian Professional Standards for Teachers</i> . If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate attesting to the professional practice of the applicant at the Proficient level.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

Provisional Registration

Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.

Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
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English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.
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ACT TEACHER QUALITY INSTITUTE REGULATION 2010 PART 2A

ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS

Certification against Highly Accomplished and Lead level of the Australian Professional Standards for Teachers

Certification	Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.
Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
Eligibility criteria to apply for Certification	<ul style="list-style-type: none">> Australian or New Zealand citizenship or Australian permanent residency visa.> Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead.> Full registration with the ACT Teacher Quality Institute.

Current Certification standards - required to be met by teachers who elect to apply.

The collection of evidence required for assessment	<ul style="list-style-type: none">> Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total).> Lesson observation reports.> Teacher reflection on the direct evidence as a written statement addressing the Standards.> A written description of a Lead initiative for Lead applications.> Referee statements.
The direct observation of classroom practice	<ul style="list-style-type: none">> Classroom observation.> Discussion with the principal and other colleagues.> Professional discussion with the applicant.

ACT BOARD OF SENIOR SECONDARY STUDIES ANNUAL REPORT 2016-17

SECTION A: TRANSMITTAL CERTIFICATE



AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES



Ms Yvette Berry MLA
Minister for Education and Early Childhood Development
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report of the ACT Board of Senior Secondary Studies for the year ending 30 June 2017.

This Report has been prepared under section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Board of Senior Secondary Studies.

I certify that information in the attached Annual Report, and information provided for the whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2016 to 30 June 2017 and that it complies with the Chief Minister's Annual Report Directions.

I hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006, Part 2*.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the Report to the Legislative assembly within 15 weeks after the end of the reporting year.

The Annual Report of the ACT Board of Senior Secondary Studies is annexed to the administrative report of the Director-General of the Education Directorate.

I commend the Annual Report to you.

Yours sincerely

A handwritten signature in black ink, reading 'Rosemary Follett'.

Rosemary Follett AO
Chair
14 August 2017

SECTION B: PERFORMANCE REPORTING

B.1 ORGANISATIONAL OVERVIEW

The Board of Senior Secondary Studies (the Board) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the BSSS Act) was enacted in January 1998.

The key functions of the Board are to:

- > provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements and vocational certificates
- > maintain the credibility and acceptance of courses through a regular accreditation program
- > monitor and support the validity of assessment in years 11 and 12
- > improve the comparability of standards across ACT and overseas schools through moderation procedures
- > gain the widest possible recognition for the credentials awarded by the Board
- > service the information needs of the community.

The Board is committed to:

- > a general education of high standards providing equal opportunity for all students to the end of year 12
- > choice of courses for students supported by expert advice
- > senior secondary college responsibility for course development
- > senior secondary college responsibility for the assessment of its students
- > shared responsibility for education
- > open access to information.

Twenty five ACT colleges and seven schools located in Fiji, Indonesia, Papua New Guinea and China are delivering courses certificated by the Board. These schools are listed in Appendix B. Students from Our Lady of the Sacred Heart International School, Kavieng, New Ireland, Papua New Guinea received ACT Senior Secondary Certificates for the first time in December 2016. Students from the Australian Curriculum Centre, Shanghai, China will receive ACT Senior Secondary Certificates for the first time in December 2017.

The Board's goal is to provide a high quality curriculum, assessment and certification system that supports:

- > all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification
- > high levels of achievement in literacy and numeracy
- > improving educational outcomes for disadvantaged students
- > effective transitions from school to post-school pathways.

In 2016 the Board developed a new strategic plan to guide its activities for the period 2017-2021.

The plan differs from previous plans in three major respects. Firstly, the aims of the new plan are strategic in nature as opposed to previous plans which have been mainly operational. Secondly, the plan is the first BSSS strategic plan to be made available to the wider community in a publication format on the BSSS web site and on social media. Finally, the plan will run over five years rather than three as has been the case with previous plans. This allows for longer term strategic objectives to be addressed.

The key focus areas of the plan are:

- > Community engagement – Working collaboratively with community groups to identify, address or discuss issues that impact the well-being of students
- > Tertiary partnerships – establishing collaborative partnerships with the Australian tertiary sector who share common goals, knowledge and resources
- > Digital assessment – innovating in the adoption of the methods or tools that educators use to evaluate, measure and document academic readiness, learning progress and skill acquisition of students

- > Quality assurance – maintaining a desired level of quality in all programs, products and services delivered by the BSSS
- > Global education – integrating multiple dimensions, perspectives and citizenships into the BSSS senior secondary system
- > Sustainability – Bringing an entrepreneurial mindset to governance, programs and financial planning to ensure long term relevance, sustainability and economic viability.

During 2016-17, the Board commenced full implementation of the senior secondary Australian Curriculum following a two year trial period. Australian Curriculum courses in English, English as a Second Language, Mathematics, Science, History and Geography are now available to students in the senior secondary sector. The ACT is one of three jurisdictions to have commenced delivery of year 11-12 courses embedding the Australian Curriculum. The others are South Australia and Western Australia.

The upgrading of the course moderation database within the BSSS certification database gained funding in the ACT Government Budget 2016–17. Work commenced on this project in October 2016 and is scheduled for completion by July 2017. The project has three phases – Pre moderation, Moderation day and Post moderation. The first two phases were released in 2017. The upgrade will enable the Office of the Board and colleges to analyse longitudinal data on the quality assurance of grades in units delivered by each college. The entry of data from course reviewers on Moderation day itself will be digital rather than hand written.

In July 2016, the Office of the Board was Highly Commended in the Innovation category of the ACT Public Service Awards for Excellence for, *their commitment to innovation in improving the quality of the ACT Senior Secondary Studies curriculum*.

This recognition of the work of the small team at the Office of the Board was well deserved.

The Australian Curriculum Centre, based at Shanghai Paddington Bilingual School, commenced operation in February 2017 after gaining Board approval in December 2016. The current cohort is small but has the potential to grow significantly over the coming years.

The Board granted provisional registration, as a specialist education provider, to the Canberra Academy of Languages in December 2016. The academy commenced operation in 2017 with a small number of students. The academy provides an option for students to study a language which is not offered by their home college. The principal has been investigating the possibility of developing an Aboriginal Language and Culture course in consultation with the Office of the Board and the local indigenous community.

In August 2014, the Review of Certification committee recommended to the Board that the Assessment and Certification Committee (ACC) explore online, adaptive literacy and numeracy testing developed with a view to:

- > implementing online, adaptive literacy and numeracy testing in the ACT for years 10 to 12
- > deciding on how and to what extent students' literacy and numeracy attainment could be reported on the ACT Senior Secondary Certificate
- > determining how students who do not meet the requisite level of literacy/numeracy can gain the necessary support to do so.

The Board approved the recommendation and the investigation is ongoing. Negotiations were held throughout 2015 with the West Australian School Curriculum and Standards Authority (SCSA) resulting in two ACT trials of the SCSA's Online Literacy and Numeracy Assessment (OLNA) tool. In November 2015, year 10 students from four schools across the three sectors participated in the OLNA Reading, Numeracy and Writing tasks. The trial provided valuable information to the schools and to the students on Literacy and Numeracy standards including detailed diagnostics on those students who fell below the Australian Core Skills Framework (ACSF) level 3 in literacy and/or numeracy. The trial also provided an indication of the technological capabilities of the individual schools in relation to online testing.

In 2016, a more extensive trial was conducted with year 10 and year 11 students across eleven schools sitting the Reading and Numeracy components of the OLNA. This extended trial provided insights into the issues associated with rolling out the test on a larger scale and once again gave the schools valuable data on students' Literacy and Numeracy levels.

In the Strategic Plan 2017–2021, the Board has now made commitment to introduce online literacy and numeracy testing by 2020. The Board is exploring a number of the options for the delivery of this test.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 13 December 2016 for distribution to students. Over 9,900 certificates were produced by the Board for students in year 12 and over 1,300 vocational qualifications were issued for students in year 10.

Key focus areas over the next year will be based on the Board's latest Strategic Plan.

INTERNAL ACCOUNTABILITY

Board membership

The BSSS Act (s8) creates a board with a broad membership of 15 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education for a period of up to three years. Members can be reappointed if they are eligible. Five new members were appointed to the Board and two members were reappointed in 2016.

Nominees from the following two organisations will be submitted to the Minister for appointment:

- > ACT Council of Parents and Citizens Associations Inc nominee appointed from 2016-2019 resigned in February 2017; and
- > the ACT branch of the Australian Education Union nominee appointed from 2015-2017 resigned in December 2016.

TABLE BSSS 1: BOARD MEMBERSHIP AS AT 1 JULY 2016

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2016
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 July 2019	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	2/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	3/3
Ms Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	3/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	3/3
Mr Stewart Clode	ACT Branch, Australian Education Union	31 July 2015	31 December 2017	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	2/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	2/3
Mr Hugh Boulter	Association of Parents & Friends of ACT Schools ACT	16 July 2016	31 July 2019	3/3
Ms Amanda Bichard	Council of Parents & Citizens Associations	16 July 2016	31 July 2019	3/3
Mr John Nott	Business and Industry organisations' representative in the ACT	16 July 2016	31 July 2019	3/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	3/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2016.

TABLE BSSS 2: BOARD MEMBERSHIP AS AT 30 JUNE 2017

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2016
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 July 2019	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	2/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	2/3
Ms Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	1/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	2/3
TBA	ACT Branch, Australian Education Union			0/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	3/3
Mr Hugh Boulter	Association of Parents & Friends of ACT Schools	16 July 2016	31 July 2019	0/3
TBA	ACT Council of Parents & Citizens Associations			0/3
Mr John Nott	Business and Industry representative organisations in the ACT	16 July 2016	31 July 2019	2/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	2/3

The above Board has met on three occasions from January to June 2017.

Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

Risk Assessment and Management

The Board operates under an MOU with the Education Directorate. The Office of the Board is a section within the Directorate. The Office of the Board provides support to the Board on policy, procedures and innovations. Under the MOU the Directorate includes the Office of the Board and its activities within its Risk Assessment and Management Framework and consults with the Board Chair as appropriate. The Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

Ethical standards

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members sign a declaration that they have read and agree to observe the principles of the code, and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

Resources available

Board members have access to staff at the Board Secretariat if they require assistance or advice to carry out their duties.

Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below; membership is for 2016 and 2017.

TABLE BSSS 3: BOARD STANDING COMMITTEES AND THEIR ROLES

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Vocational Education and Training Committee	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
Accreditation Panels	To advise the Board on the accreditation and registration of year 11-12 courses, which have been developed by teachers, industry and business groups, tertiary institutions and other organisations.

TABLE BSSS 4: BOARD SUB-COMMITTEES THAT OPERATED IN 2016

Curriculum Advisory Committee 2016	
Mrs Kerrie Grundy	Chair
Ms Josephine Anderson	Education Directorate
Ms Melissa Planten	ACT Principals' Association
Mrs Sandra Darley	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Linda Fleming	Association of Parents & Friends of ACT Schools
Ms Amanda Bichard	ACT Council of Parents & Citizens Associations
TBA	ACT and Region Chamber of Commerce and Industry
Professor Geoffrey Riordan	University of Canberra
Assessment & Certification Committee 2016	
Ms Rita Daniels	Chair
Mr Ken Gordon	Education Directorate
Mr Gerard Barrett	ACT Principals' Association
Mrs Loretta Wholley	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
TBA	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member
Vocational Education & Training Committee 2016	
Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Office
Mr Tim McNevin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Kelly Aldred	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
Vacant	ACT and Region Chamber of Commerce and Industry
Association disbanded	ACT Teachers in Vocational Education Association
Mr Michael Mahar	Education Directorate
Mr Adam Miller	ACT Council of Parents & Citizens Associations

TABLE BSSS 5: BOARD SUB-COMMITTEES THAT OPERATED IN 2017

Curriculum Advisory Committee 2017	
Mrs Kerrie Grundy	Chair
Ms Josephine Andersen	Education Directorate
Ms Melissa Planten	ACT Principals' Association
Mrs Sandra Darley	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Linda Fleming	Association of Parents & Friends of ACT Schools
Ms Amanda Bichard	ACT Council of Parents & Citizens Associations
TBA	Canberra Business Chamber
Professor Mike Gaffney	University of Canberra
Assessment & Certification Committee 2017	
Ms Rita Daniels	Chair
Mr Ken Gordon	Education Directorate
Mr Gerard Barrett	ACT Principals' Association
Mrs Loretta Wholley	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Melissa Hankinson	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member
Vocational Education & Training Committee 2017	
Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Commission
TBA	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Kelly Aldred	Canberra Institute of Technology
TBA	ACT Trades and Labour Council
Mr Robert Hartley	Canberra Business Chamber
Association disbanded	ACT Teachers in Vocational Education Association
Mr Michael Mahar	Education Directorate
Mr Adam Miller	ACT Council of Parents & Citizens Associations

TABLE BS55 6: ACCREDITATION PANELS 2016-17

Accreditation Panel	Panel Chair	School
Biology	Dr Anne Cleary	Merici College
Psychology	Ms Caroline Blackshaw	St Clare's College
Sociology	Ms Anne Armstrong	St Francis Xavier College
General Science	Ms Jane O'Brien	Canberra Girls' Grammar School
Drama	Mr Peter van Rijswijk	St. Francis Xavier College
Economics	Mr Kevin Howard	Canberra College
Music	Ms Angela Dunn	Daramalan College
Music Industry	Ms Maria Stewart	Gungahlin College
Mathematics	Mr Gerard Barrett	UC Senior Secondary College, Lake Ginninderra
Visual Arts	Ms Alison Moulang	Dickson College
Legal Studies	Ms Lindy Braithwaite	Radford College
Business	Ms Vicki Larkman	Gungahlin College
Media	Mr Ian Walker	Canberra College
Physical Education	Ms Jenny Hall	Canberra Girls' Grammar School
Accounting	Mr Kevin Howard	Canberra College
Dance	Ms Liza Laird	Merici College

Board Secretariat

The Board Secretariat is managed by the Director of the Board and consists of 10 other staff; six teachers and four administrative officers, all employed through the Directorate. The Director reports to the Board on its legislated functions and to the Directorate on ministerial, financial, audit, human resource and other corporate functions.

B.2 PERFORMANCE ANALYSIS

AN INFORMED AND EFFECTIVE RESPONSE TO INTERNATIONAL, NATIONAL AND LOCAL INITIATIVES

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties. The Board has made contributions to the Consultation on the Transparency of Higher Education Admissions Processes, the Review of VET in Public Colleges, the Review of the Interstate Transfer Index (ITI), the Review of the NSW/ACT meshing processes for the Australian Tertiary Admission Rank (ATAR), the national International Baccalaureate/ATAR conversion process and the Australasian Curriculum, Assessment and Certification Authorities' (ACACA's) application for research funding to investigate the benefits of VET to students after they complete secondary education.

In 2015, the Office of the Board (OBSSS) assumed responsibility for the leadership for ACACA when the Director was appointed as the Chair of ACACA and the Technical Advisor assumed responsibility for secretariat services to ACACA. ACACA is a high level forum composed of the Chief Executives of Australian and New Zealand Boards of Studies, the Chief Executive of ACARA and a representative from the Commonwealth Department of Education. The Office of the Board has continued in this role throughout 2016 and 2017.

A HIGH QUALITY, HIGH EQUITY CURRICULUM, ASSESSMENT AND CERTIFICATION SYSTEM THAT CATERS FOR ALL STUDENTS

In 2016-17, frameworks in Philosophy, Health, Outdoor & Physical Education and Industry & Services have been endorsed by the Board. Twenty courses were approved for delivery to year 11-12 students from 2016 and six teams are currently developing courses for implementation from 2018. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, who provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2016-17 is included.

In 2016-17, the Office of the Board of Senior Secondary Studies (OBSSS) Curriculum section implemented new design specifications for development of courses in order to maintain high quality courses and system coherence. Senior secondary design specifications for courses mandate four units (of 55 hours each), a negotiated study unit, content descriptions and year 11 and 12 Achievement Standards.

The new design specifications for senior secondary courses are located in current educational research on curriculum design. Content descriptions convey knowledge, understandings and skills in a discipline. Teachers write *programs of learning* informed by content descriptions. Programs of learning specify learning activities including selected texts and case studies.

The new design specifications for senior secondary courses compliment school improvement initiatives. Content descriptions provide teachers with cues for quality pedagogy. They provide flexibility enabling teachers to determine how best to plan for and teach students according to their needs and interests.

In 2016-17, new Registered (R) Units were implemented in order to create consistency of quality and improve how they are reported on the ACT Senior Secondary academic transcript. R Units enable students to receive credit for the time they are engaged in an organised learning experience. An R Unit is a discrete area of learning. R Units mandate goals, content descriptions and assessment.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers from the ACT and overseas participated in each of the Moderation days in August 2016 and March 2017.

YEAR 12 OUTCOMES 2016

In 2016, 4,676 students met the requirements for an ACT Senior Secondary Certificate. This included 4,407 students enrolled in ACT colleges, including CIT Pathways College, and 158 students enrolled in overseas colleges. In the ACT, this represented 91.2 percent of year 12 students compared with 90.5 percent in 2015.

Of the Senior Secondary Certificate receivers 2,981 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,862 students enrolled in ACT colleges and 117 students enrolled in overseas colleges.

One hundred and sixty nine students (87 females, 82 males) from 17 colleges completed an H course through the Australian National University Extension Program in 2016.

TABLE BSSS 7: H COURSES STUDIED BY GRADUATING STUDENTS IN 2016

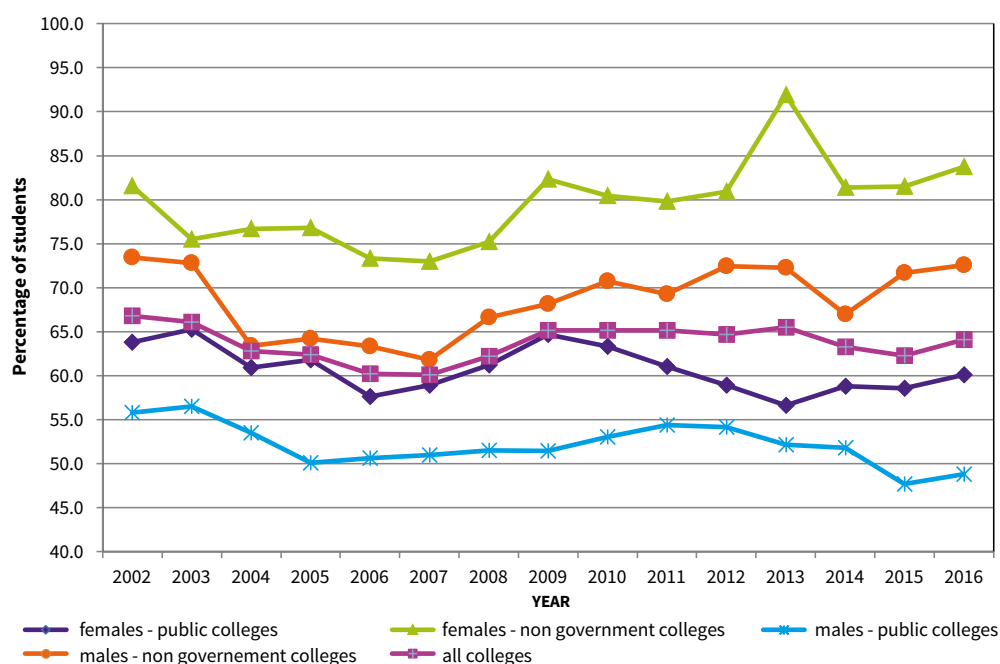
Number of Students	Course Title
13	ADVANCED CLASSICAL MUSIC – ANU
4	ADVANCED JAPANESE – ANU
17	ADVANCED JAZZ MUSIC – ANU
8	ASTROPHYSICS – ANU
26	BIODIVERSITY – ANU
30	CHEMISTRY – ANU
2	CONTINUING CHINESE – ANU
19	CONTINUING JAPANESE – ANU
25	DISCOVERING ENGINEERING – ANU
5	PERFORMING INDONESIAN – ANU
20	SPECIALIST MATHEMATICS – ANU

One hundred and fourteen students (67 percent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Senior Secondary Certificate, students are required to study a minimum of 17 standard units, which form at least four accredited courses from three different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2016, 78.2 percent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 78 percent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages have increased since 2015.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2002 to 2016. In 2016, 64.1 percent of ACT students receiving a Senior Secondary Certificate also received a TES. This is higher than in 2015 when it was 62.3 percent.

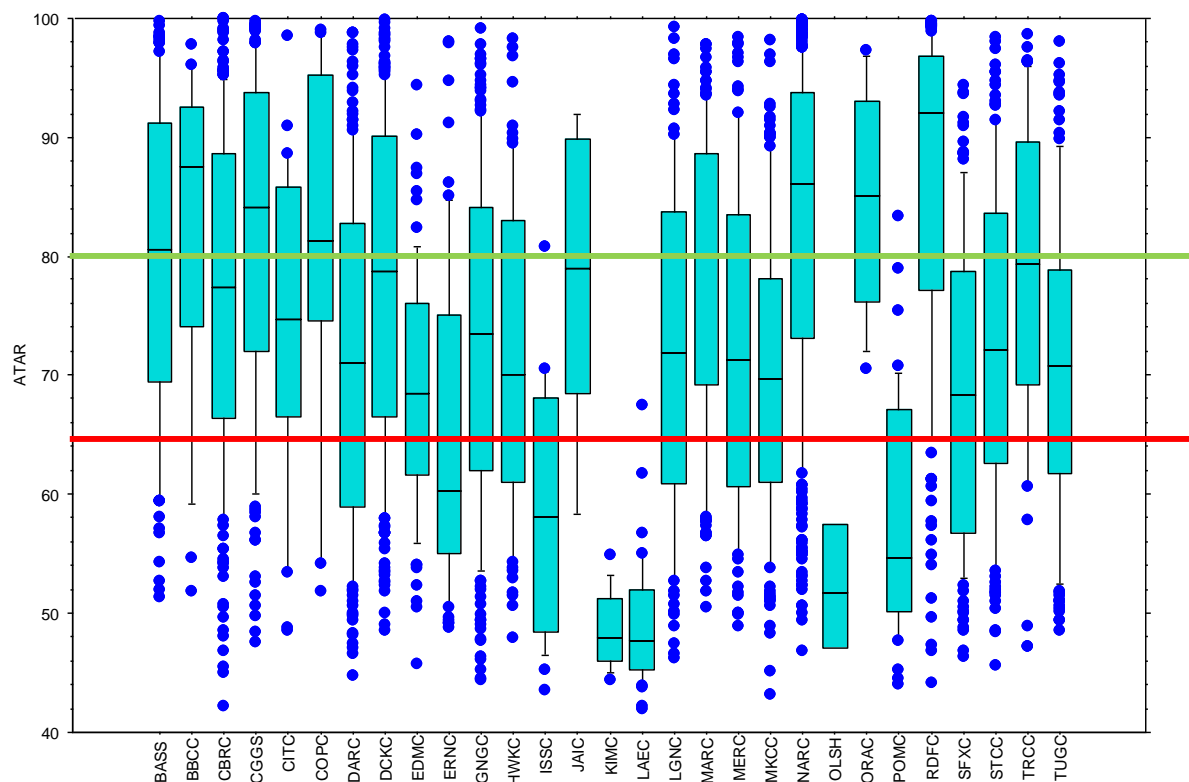
FIGURE BSSS 1: PERCENTAGE OF ACT SENIOR SECONDARY CERTIFICATE RECEIVERS WHO ACHIEVED A TERTIARY ENTRANCE STATEMENT 2002-2016



Source: ACT Board of Senior Secondary Studies

Note: From 2006 students classified as Mature Age are included in the data.

FIGURE BSSS 2 ILLUSTRATES THE RANGE OF ATARS ACROSS COLLEGES FOR 2016



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix B.
2. The central line in the box represents the median ATAR.
3. The block indicates the spread of 50 percent of the scores.
4. The single vertical line indicates the spread of the next 15 percent of scores.
5. Circles represent individual results in the top and bottom ten percent of ATARs.

The horizontal lines show an ATAR of 80 (green) and an ATAR of 65 (Red).

Of students in the ACT who achieved an ATAR, 74 percent achieved an ATAR of 65 or more.

The following table gives the percentage of Senior Secondary Certificate and TES receivers who completed an accredited course in the nominated areas.

TABLE BSSS 8: SELECTED COURSES ON SENIOR SECONDARY CERTIFICATES AND TERTIARY ENTRANCE STATEMENTS, 2015 AND 2016

Course Area	Percentage of ACT Senior Secondary Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2015	2016	2015	2016
English/English as a second language (ESL)	97.1	100	99.6	100
Mathematics	91.8	92.0	94.6	94.8
Information Technology	9.7	9.5	10.3	9.7
Sciences	43.1	44.2	56.5	57.9
History	16.3	13.5	19.8	18.8
Languages	15.0	15.1	20.6	19.9

Source: ACT Board of Senior Secondary Studies.

Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 66.6 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is an increase of 2.7 percent from the 2015 cohort.

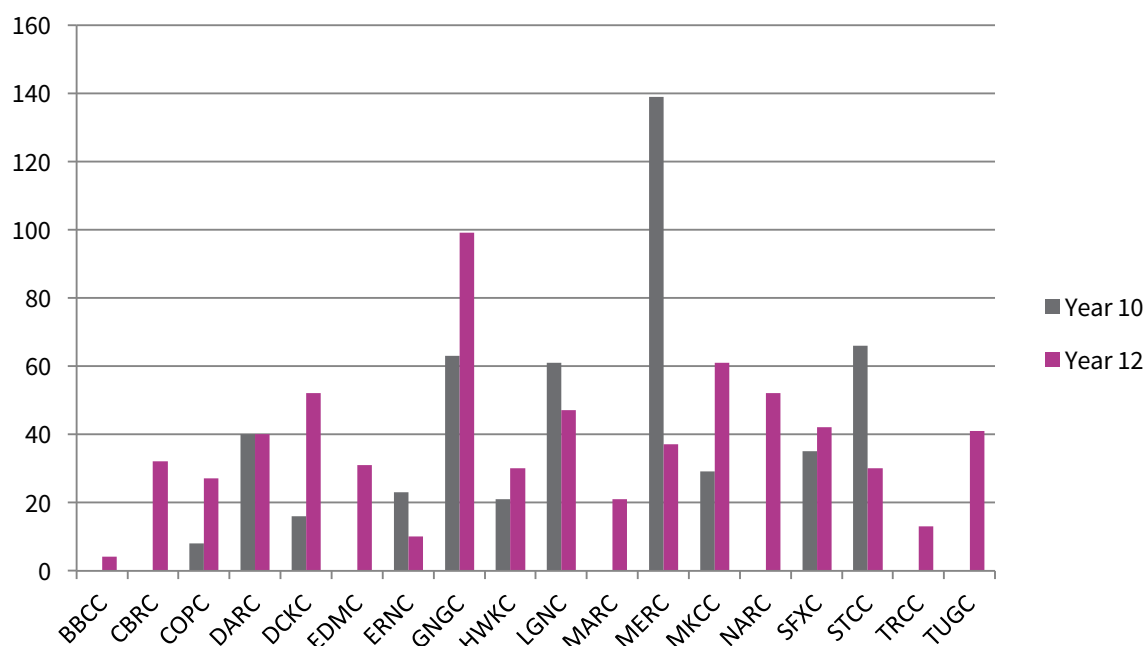
A course from the English course area is now compulsory for graduating students in the ACT. For Mathematics, 92 percent of ACT Senior Secondary Certificate receivers and 94.8 percent of TES receivers completed courses.

The Board recognises on a student's Senior Secondary Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2016, 1,170 students received such recognition under Recreational Activities, 1,005 students received recognition under Community Involvement and 248 students received recognition under Recognition of Outside Learning.

The Board issues vocational certificates to years 10 and 12 students who have completed vocational qualifications through college based Registered Training Organisations (RTOs), including for the first time, four merged public college network RTOs. In 2016, this included 600 year 10 students and 973 year 12 students. Of these students, nine completed an Australian School-based Apprenticeship with their college as the RTO. In 2016, an additional 233 students received recognition on their Senior Secondary Certificate for undertaking an Australian School Based Apprenticeship or Traineeship with an RTO other than their home college.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2016. It should be noted that students may have received more than one vocational certificate.

FIGURE BSSS 3: NUMBER OF STUDENTS RECEIVING VOCATIONAL CERTIFICATES, 2016 BY COLLEGE AND YEAR LEVEL



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2016, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2016, 323 students were awarded an E course, compared to 8 in 2015. The E courses were in the areas of Business, Early Childhood, Retail and Hospitality.

B.3 COMMUNITY ENGAGEMENT AND SUPPORT

The Board facilitates community input through representation on committees, course writing teams, accreditation panels, working parties and at consultation forums. Groups represented include parents, teachers, principals, tertiary institutions, industry, business and unions.

The Board Website complies with WCAG 2.0 accessibility guidelines. In 2015, the Board opened Facebook and Twitter accounts to provide alternative channels of communications with the wider community.

The Board encourages and welcomes both positive and negative feedback and is committed to responding to complaints in a timely and positive manner. This enables staff, students, parents and community members to contribute to the Board's continuous improvement strategy. The Board's Feedback and Complaints policy is available on its website. The Board received no formal complaints in 2015-16.

For more information contact:
The Executive Director
Board of Senior Secondary Studies
 GPO Box 158
 CANBERRA ACT 2601
 (02) 620 57181
bsss.enquiries@act.gov.au
<http://www.bsss.act.gov.au>

APPENDIX A: SECTIONS NOT COVERED ELSEWHERE IN THIS REPORT

Section	Reporting
B.3 Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2016-2017.
B.4 Risk Management	Covered within Directorate report. See section B.4 in that report.
B.5 Internal Audit	Covered within Directorate report. See section B.5 in that report.
B.6 Fraud Prevention	Covered within Directorate report. See section B.6 in that report.
B.7 Work Health and Safety	Covered within Directorate report. See section B.7 in that report.
B.8 Human Resources Management	Covered within Directorate report. See section B.8 in that report.
B.9 Ecologically Sustainable Development	Covered within Directorate report. See section B.9 in that report.
C.1 Financial Management Analysis	Covered within Directorate report. See section C.1 in that report.
C.2 Financial Statements	Covered within Directorate report. See section C.2 in that report.
C.3 Capital Works	Covered within Directorate report. See section C.3 in that report.
C.4 Asset Management	Covered within Directorate report. See section C4 in that report.
C.5 Government Contracting	Covered within Directorate report. See section C.5 in that report.
C.6 Statement of Performance	Covered within Directorate report. See section C.6 in that report.
I Ministerial and Director General Directions	There have been no directions to the Board

APPENDIX B: INSTITUTIONS DELIVERING BOARD CERTIFICATED COURSES

Public colleges	Code
Black Mountain School	BMTS
Canberra College	CBRC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
Lake Tuggeranong College	TUGC
Melba Copland Secondary School	COPC
Narrabundah College	NARC
The Woden School	WODS
University of Canberra Senior Secondary College Lake Ginninderra	LGNC

Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls' Grammar School	CGGS
Daramalan College	DARC
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
St Mary MacKillop College	MKCC
St John Paul II College	SJPC
Trinity Christian School	TRCC

Other ACT institutions	Code
CIT Pathways College	CITC
Australian National University (ANU) Extension Program	ANUC
Canberra School of Music, ANU	MUSC

International schools	Code
Australian Curriculum Centre, Shanghai, China	ACC1
Sekolah Cita Buana, Indonesia	CBJC
Australian International School, Indonesia	JAIC
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Coronation College, Papua New Guinea	LAEC
Our Lady of the Sacred Heart International School, Papua New Guinea	OLSH
International School, Fiji	ISSC

Outside Private Providers	Code
Canberra Academy of Languages	CALC
Polish Language School	POLC
Spanish Language and Culture Program in Australia	SPAC
The Australian School of Contemporary Chinese	ASCC
Canberra Dance Development Centre	DDVC

APPENDICES



APPENDICES

APPENDIX 1 – COMPLIANCE STATEMENT

The ACT Education Directorate Annual Report 2016-17 must comply with the 2017 Annual Report Directions (the Directions). The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under the five Parts of the Directions, that are applicable to the Education Directorate and the location of information that satisfies these requirements.

PART 1 DIRECTIONS OVERVIEW

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The 2016-17 Education Directorate Annual Report complies with all subsections of Part 1 under the Directions.

In compliance with section 13 Feedback, Part 1 of the Directions, contact details for the Education Directorate are provided within the 2016-17 Education Directorate Annual Report to provide readers with the opportunity to provide feedback.

PART 2 DIRECTORATE AND PUBLIC SECTOR BODY ANNUAL REPORT REQUIREMENTS

The requirements within Part 2 of the Directions are mandatory for all directorates and public sector bodies and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the 2016-17 Education Directorate Annual Report as follows:

- > A. Transmittal Certificate, see pages 5 - 7;
- > B. Organisational Overview and Performance, inclusive of all subsections, see pages 9 - 104; and
- > C. Financial Management Reporting, inclusive of all subsections, see pages 105 - 230.

PART 3 REPORTING BY EXCEPTION

The Education Directorate has nil information to report by exception under Part 3 of the Directions for the 2016-17 reporting period.

PART 4 DIRECTORATE AND PUBLIC SECTOR BODY SPECIFIC ANNUAL REPORT REQUIREMENTS

The following subsections of Part 4 of the 2017 Directions are applicable to the Education Directorate and can be found within the 2016-17 Education Directorate Annual Report:

- > F1. Investigation of Complaints, see pages 231 - 232; and
- > I. Ministerial and Director-General Directions, see pages 233 - 234.

PART 5 WHOLE OF GOVERNMENT ANNUAL REPORTING

All subsections of Part 5 of the Directions apply to the Education Directorate. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- > N. Community Engagement and Support, see the annual report of the Chief Minister, Treasury and Economic Development Directorate;
- > O. Justice and Community Safety, including all subsections O.1 – O.4, see the annual report of the Justice and Community Safety Directorate;
- > P. Public Sector Standard and Workforce Profile, including all subsections P.1 – P.3, see the annual State of the Service Report; and
- > Q. Territory Records, see the annual report of the Chief Minister, Treasury and Economic Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:

http://www.cmd.act.gov.au/open_government/report/annual_reports

As required by Australian Auditing Standards, the ACT Audit Office checks financial statements included in annual reports (and information accompanying financial statements) for consistency with previously audited financial statements. This includes checking the consistency of statements of performance with those statements previously reviewed (where a statement of performance is required by legislation).

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APPENDIX 4

ABBREVIATIONS AND ACRONYMS

AASB	Australian Accounting Standards Board
ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACC	Assessment and Certification Committee
ACER	Australian Council for Educational Research
ACSF	Australian Core Skills Framework
ACT	Australian Capital Territory
ACTPS	ACT Public Service
AEDC	Australian Early Development Census
AEU	Australian Education Union
AITSL	Australian Institute for Teaching and School Leadership
ANU	Australian National University
AO	Officer of the Order of Australia
Apps	Applications (as in Google Apps)
ARIns	Attraction Retention Incentives
ATAR	Australian Tertiary Admissions Rank
ATO	Australian Taxation Office
AWA	Australian Workplace Agreement
BMS	Building Management System
BSSS	Board of Senior Secondary Studies
CECA	Children's Education and Care Assurance
CIT	Canberra Institute of Technology
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
CO ₂	Carbon Dioxide
COAG	Council of Australian Governments
COPE	Commonwealth Own Purpose Payments
CRM	Customer Relationship Management
CSC	Commonwealth Superannuation Corporation
CSD	Community Services Directorate
CSS	Commonwealth Superannuation Scheme
CUP	Capital Upgrade Programmed Works
DCM	Design Construct Maintain
EA	Enterprise Agreement
EAL/D	English as an Additional Language or Dialect
EAP	Employee Assistance Program
ESL	English as a Second Language
ESO	Education Support Office
FACE	Fellow of the Australian College of Educators

FACEL	Fellow of the Australian College of Educational Leaders
FIFA	Fédération Internationale de Football Association
FIT	Feed in Tariff
FMA	Financial Management Act
FOI	Freedom of information
FTE	Full-time equivalent
GFA	Gross Floor Area
GHG	Greenhouse gas
GPO	Government Payments for Outputs
GPRS	General Packet Radio Service
GST	Goods and Services Tax
HAAS	Health Access At School Program
HALT	Highly Accomplished and Lead Teacher
HMSMP	Hazardous Materials Survey Management Plans
HSR	Health and Safety Representative
HSW	Health, Safety and Wellbeing Team
HVAC	Heating, Ventilation and Cooling
ICT	Information and communication technology
ILP	Individual Learning Plan
ITE	Initial Teacher Education
ITI	Interstate Transfer Index
K-10	Kindergarten to year 10
KMP	Key Management Personnel
kW	kilowatt
kWh	kilowatt hour
LED	Light-emitting diode
Maze	School Administration System
MLA	Member for the Legislative Assembly
MJ	Megajoules
MOU	Memorandum of Understanding
MSD	Musculoskeletal Disorders
MWh	Megawatt hour
N/A	Not applicable
NAPLAN	National Assessment Program - Literacy and Numeracy
NAP-SL	National Assessment Program – Science Literacy
NDIA	National Disability Insurance Agency
NDIS	National Disability Insurance Scheme
NERA	National Education Reform Agreement
NMS	National Minimum Standard
N.P.	Not for publication
NPUECE	National Partnership for Universal Access to Early Childhood Education
NQF	National Quality Framework

NQS	National Quality Standard
NSET	Network Student Engagement Team
OAM	Medal of the Order of Australia
OBSSS	Office of the Board of of Senior Secondary Studies
OLNA	Online Literacy and Numeracy Assessment
P-6, P-10	Preschool to year 6, Preschool to year 10
PANLs	Principals as Numeracy Leaders
PAP	Principal's Authorised Person
PCIS	Personal Care in School
PL	Professional Learning
PIPS	Performance Indicators in Primary Schools
PSM	Public Sector Management/ Public Service Medal
PSSAP	Public Sector Superannuation Scheme
PSSAP	Public Sector Superannuation Accumulation Plan
RAP	Reconciliation Action Plan
RCS	Reportable Conduct Scheme
RED	Respect, Equity and Diversity
REOI	Request for Expression of Interest
RiskMan	ACT Public Sector Work Injury Reporting online reporting system
RMP	Resource Management Plan
RoGS	Report on Government Services
RTO	Registered training organisation
R-Units	Registered Units
SAMP	Strategic Asset Management Plan
SAS	School Administration System
SCSA	West Australian School Curriculum and Standards Authority
SDT	School Data Tool
SEAs	Special Employment Arrangements
SERBIR	Senior Executives Responsible for Business Integrity Risk
SET	Senior Executive Team
SFI	Student Family education and occupation Index
SLC	Executive Teacher (School Leader C)
SNT	Special Needs Transport
SOA	Schools Operational Allocation
SRA	Student Resource Allocation
SS	Shared Services
STEM	Science, Technology, Engineering and Mathematics
TCCS	Transport Canberra and City Services Directorate
tCO2-e	Tonnes of carbon dioxide emissions
TEMAG	Teacher Education Ministerial Advisory Group
TES	Tertiary Entrance Statement
TQI	Teacher Quality Institute

UC	University of Canberra
VET	Vocational Education and Training
VOIP	Voice Over Internet Protocol
WCAG	Web Content Accessibility Guidelines
WCU	Worker Consultation Units
WhOG	Whole of Government
WHS	Work Health and Safety
WwVP	Working with Vulnerable People

APPENDIX 5

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